DOCUMENT RESUME

ED 221 070 FL 013 304

TITLE	Cultural Orientation Resource Manual, Volume I.
INSTITUTION	Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center.
SPONS AGENCY	Department of State, Washington, D.C.
PUB DATE	82
CONTRACT	1037-220050
NOTE	762p.; For related documents, see FL 013 302-305.
EDRS PRICE	MF04/PC31 Plus Postage.
DESCRIPTORS	Adult Education; *Class Activities; *Cultural Education; *Indochinese; Lesson Plans; Refugees; Teaching Methods
IDENTIFIERS	Refugee Camps

ABSTRACT

This compilation of instructional materials, activities, and curricula is based on materials developed in an intensive English as a second language and cultural orientation program conducted in Indochinese refugee processing centers in Southeast Asia beginning in 1980. Students in the 14- to 20-week program ranged in age from 16 to 55 years. This volume begins with a "teaching point index," which cross references cultural orientation topics with the lesson plans, activities, and other resource materials found in the manual. The bulk of the volume consists of a curriculum lesson guide divided into two parts. The first part consists of activity guides based on 42 teaching points that form the core curriculum content of the orientation program. The second part consists of lesson plans arranged in outline form to cover methodology and provide background information. The topics, or teaching points, are categorized under the headings of general introduction, communication, housing, employment, consumerism and finance, community services, health and sanitation, life styles, sponsorship and resettlement, and the transit process. (JB)

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CULTURAL ORIENTATION RESOURCE MANUAL

VOLUME I

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This volume is one in a series of four volumes that have brought together materials developed for use in the Intensive English as a Second Language and Cultural Orientation Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I & II

Cultural Orientation Resource Manual, Volumes I & II

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1982

FL013304

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Introduction

The Intensive ESL/CO Program

The Cultural Orientation Resource Manual is a compilation of curriculum guides, lesson plans, training activities and other materials. They reflect the range and scope of the cross-cultural training that is being done in the Intensive English as a Second Language and Cultural Orientation (IESL/CO) Program conducted in selected Indochinese refugee camps in Southeast Asia. The students in the 14 to 20 week-long program are Indochinese refugees between the ages of 16 and 55 who will be resettling in the United States.

The IESL/CO Program began in October 1980 at camps in Kong Kong, the Philippines and Thailand. Another program site in Indonesia began classes in May 1981. The following are the locations of the current IESL/CO Program sites and implementing agencies:

Galang, Indonesia: A Consortium of
  - Save the Children Federation
  - The Experiment in International Living

Bataan, Philippines: International Catholic Migration Commission

Phanat Nikhom, Thailand: The Consortium
  - Save the Children Federation
  - The Experiment in International Living
  - World Education

Previous sites and implementing agencies have included: Ban Vinai, Thailand--The Consortium; Nong Khai, Thailand--Pragmatics, International; and Hong Kong--Lutheran Immigration and Refugee Service/American Council for Nationalities Service.

In addition to the camp programs, there is the Southeast Asia Regional Service Center of the Center for Applied Linguistics with its office in Manila. The center provides resources, services and coordination on a regional level for all the Intensive Program sites in Southeast Asia. Regional meetings are held to facilitate inter-site exchange regarding program design, curricula, methods, materials and other issues related to the regional effort. Development in all areas is ongoing.

The primary goal of the Intensive Program is to assist U.S.-bound refugees in coping with life in their new country and to facilitate their achieving self-sufficiency. To help in this effort, the cultural orientation component of the program provides refugee students with realistic, up-to-date information about life in the U.S. and the resettlement process; focuses on important value and attitudinal differences; and teaches students essential skills, e.g. handling of U.S. currency, use of the telephone, participation in a job interview.

An important aspect of the program is the development of cross-cultural understanding that begins with refugees understanding that they are products of their own cultures. Students describe aspects of their cultures and compare and contrast these with American culture. The lesson plans, activities and other materials proceed from the familiar to the unfamiliar, from the easy to the difficult, and from the general to the specific.

The Materials in the Manual

The materials contained within the Cultural Orientation Resource Manual are not intended as final statements. They represent the collective efforts of dozens of people deeply involved in refugee education. Their work is still in progress. For people or agencies that are working with refugee newcomers in the U.S., the materials give detail about the nature and scope of instruction that refugees are likely to have received prior to their arrival. It therefore offers U.S. service providers the opportunity to build upon what refugees have already learned.

What follow are brief descriptions of each of the sections contained within the manual and, when appropriate, comments on their development and instructions for their use.

Teaching Point Index. The index cross-references IESL/CO cultural orientation topics to the various lesson plans, activities and other resource materials found in both volumes of the manual. The topics are arranged alphabetically. Pagination throughout the two volumes is consecutive.

Cultural Orientation Curriculum Lesson Guide. The curriculum guide is a set of curriculum content guides for cultural orientation, and the lesson plans or activities that have been developed to teach that content.

The curriculum guide resulted from joint efforts of Intensive Program agencies beginning in May 1981. The initial product was a series of 42 curriculum content outlines or lesson guides, commonly referred to as the "teaching points". It is important to note that the content was selected on the basis of what refugee newcomers in the U.S. would most need to know in the initial 3-6 month resettlement period. Extensive discussion, meetings and other communications sought input from U.S. resettlement personnel, Intensive Program agencies, and the refugees themselves during this initial development period.

Once the teaching points had been decided upon, each of the program implementing agencies developed a set of lesson plans or activities that were tailored to the specific characteristics of the student population at their site. At this point, implementing agencies progressed in one of two directions. In the first, separate lesson plans and activities were developed for each of the 42 teaching points, and an order for presentation was established. The content of the teaching points and the order in which they were presented resulted in a "spiralling" effect, that is, topics presented at one time would be represented later, though perhaps in much greater detail or within a different context. This first direction is recorded in part one of the lesson guides. It contains the 42 teaching points and, immediately following each, one or more lesson plans or activities. A suggested order of presentation of the teaching points is also included in part one (see p. 45)

The second direction taken by the implementing agencies might be characterized as a "block approach". The same content as outlined in the 42 teaching points is used, but it is reorganized into ten broad topical units. Students are generally presented all the material related to one topical unit before moving on to the next. This method is recorded in part two of the lesson guides.

Flexibility was a primary consideration in the development of the teaching points. Although it was felt that all the information in each teaching point should be covered, the depth of coverage must necessarily be adjusted to the level of the students in a particular class. Additionally, these teaching points were designed to avoid dictating any specific methodology or approach, hence, the lesson plans and activities offer a variety of approaches to the user.

American Culture Monographs. The culture monographs provide specific information about such things as employment, consumerism, transportation, education, health and housing in the United States. They were prepared as a teacher reference series for cultural orientation and provide this information within the context of refugee experience in the U.S.

Southeast Asian and American Attitudes: A Cross-Cultural Guide. The cross-cultural attitude guide is divided into two parts: the first provides notes that illustrate some Southeast Asian and American attitudes and perspectives pertinent to the curriculum topic areas; the second provides discussion questions aimed at developing a greater understanding and sensitivity to the differences noted in part one. The guide was prepared to complement the topics outlined in the CO Curriculum Lesson Guide. It is recognized that discussions which focus on attitudinal differences touch upon larger, more complex issues. Users of the guide are encouraged to read the introductory statements in "About This Guide" (see p. 405).

Teaching Guides: Activities and Resource Information for Teachers. The teaching guides address the process of teaching. They illustrate some of the more common techniques (e.g. open-ended problem stories, group work and the use of interpreters) that are used in Intensive Program instruction.

Commonly Used Acronyms

Throughout the manual, the user is likely to encounter unfamiliar organizational acronyms or designations. The following list is a compilation of the more commonly used acronyms or designations:

ACNS	American Council for Nationalities Service
CAL, SEARSC	Center for Applied Linguistics, Southeast Asia Regional Service Center
EIL	The Experiment in International Living
ICM	Intergovernmental Committee for Migration
IESL/CO	Intensive English as a Second Language/ Cultural Orientation Program
JVA	Joint Voluntary Agency
LIRS	Lutheran Immigration and Refugee Service
MAA	Mutual Assistance Association
Pragmatics	Pragmatics, International
PRPC	Philippine Refugee Processing Center
The Consortium	The Experiment in International Living Save the Children Federation World Education

The greatest gains made by the Intensive ESL/CO Program have come about through the sharing, cooperation and joint efforts of all the implementing agencies. The Cultural Orientation Resource Manual represents many of these efforts to date.

Center for Applied Linguistics
Southeast Asia Regional Service Center

June 1982

Teaching Point Index

The "teaching points" are the core curriculum content or topic areas of the Intensive ESL/CO Program. They are arranged here in alphabetical order, and cross-referenced to the various lesson plans and activities, appropriate sections of the American culture monographs, and to the cross-cultural attitude guide. The index is for these core topic areas and not indicative of the total scope of resources available in this manual. For further information on other topics contained within the manual, the user should check the various tables of content found within each section.

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Cultural Orientation Program

Curriculum Lesson Guide

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PART ONE

This part contains each of the 42 teaching points which form the core curriculum content for the Intensive Program cultural orientation training component. (They are listed in italics in this table of contents. For easier reference, the teaching points are grouped by general topical heading, e.g. General Introduction, Communication, Housing.) Lesson plans and activities are also included, and can be found immediately following the teaching point they are designed to address. A suggested order of presentation of the teaching points is listed on p. 45.

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This part contains lesson plan outlines and activities arranged in a "block approach". The entire content of the 42 teaching points have been grouped into ten separate and distinct topical units. These units and their suggested order of presentation are listed below.

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GENERAL INTRODUCTION

Classroom Orientation

Purpose: Introduce the student to classroom procedures and the cultural orientation program.

A. Cultural Orientation Overview

B. Names and Name Order

C. Greetings

D. Teacher/Student Roles

  1. Student/teacher relationships
  2. Saying "no" when you mean no
  3. Asking questions when you do not understand
  4. Appropriate behavior in the classroom

E. Punctuality: The concerns Americans have for being on time.

Insert Page: 3.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 1 - "Classroom Orientation."

*Save the Children Federation, Experiment in International Living, and World Education

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APPROPRIATE BEHAVIOR FOR THE CLASSROOM

Activity: Introduce appropriate behavior for the classroom using the technique BRAINSTORMING.

Objective: To orient the learner to appropriate behavior for the classroom by introducing the technique of brainstorming.

Preparation: none

Procedure:

1. The teacher explains to the learners that today they will learn how to use a classroom technique that is helpful for a group to use in collecting ideas or suggestions. The technique is called "brainstorming".
2. Teacher explains that this technique will be used frequently over the next 12 weeks as a way of generating (creating) ideas.
3. Teacher explains that in brainstorming there are a few rules which help make it a creative activity. Here are the rules:
   a) all learners should try and contribute their ideas.
   b) every idea presented is accepted.
   c) there should be no criticism of any idea nor should there be any discussion during the actual brainstorming of any of the ideas.
   d) do not change the ideas (or edit them) during the brainstorming: accept them just as they are offered.
   e) for the literate classes: the aide or teacher can write the ideas on the board.

   for the preliterature classes: aide should take notes and read back to the class after the brainstorming.

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APPROPRIATE BEHAVIOR FOR THE CLASSROOM

4. Teacher explains that the class will practice the technique of brainstorming by using it to think about the following question: What rules should we have for how we behave in the classroom? Ask learners to respond to this question.

5. Points that the learners may make:
   a) being punctual coming to class on time
   b) attending every class
   c) no smoking in class
   d) no eating or drinking in class
   e) actively participating in class
   f) asking permission to leave class
   g) no children in class
   h) no spitting
   i) asking questions when something is not understood
   j) not talking when someone else is talking (note: it will be difficult for the aide to translate more than one idea at a time.)

6. If some of the points (ideas) are not mentioned by the learners, you or your aide may add ideas to the list as members of the group.

7. Review the list with the learners. Ask them if they feel comfortable with the list. Are all the ideas clear to the learners? Do they want some ideas clarified?

8. Remind the learners that the list is their contract. They have agreed to follow it.

Insert Page: 3.3

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 1 - " Classroom Orientation."

*Save the Children Federation, Experiment in International Living, and World Education

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CIRCLE INTRODUCTIONS

Activity: Circle Introductions, part one.

Objective: For the learners to know each other's names.

Preparation: The teacher should learn some words and phrases in the learner's language (Khmer, Lao, Hmong, etc.) such as "welcome to the class", "hello". "my name is_______", "his name is_____", her name is_____" You can think of other appropriate phrases/words.

Procedure:

1. All the learner's chairs should be in a circle. If you are working with benches make a circle with them.
2. Have one person say his or her name. The second person says his or her name and then repeats the first person's name. The third person in the circle says his or her name, then repeats the first and second person's names. Continue on with the fourth, fifth, and sixth person. Continue going around the circle until all the learners have had the opportunity to introduce themselves to the class and repeat the names of all the other members of the class.
3. The teacher should sit anywhere within the circle to be a part of the group. (allow 45-50 minutes).

Activity: Introductions and Greetings, part 2.

Objective: The learners can greet each other without talking.

Preparation: An open space in the classroom. Push chairs or benches back against the walls.

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Insert Page: 3.4

CIRCLE INTRODUCTIONS

Procedure:

1. The teacher, without talking, should greet several learners using appropriate American gestures, using eye contact and displaying friendliness .(allow 5 minutes)
2. Stop. Say to the learners: "When I give you the signal, I would like you to move around the room and greet everyone without talking. Keep moving until you greet everyone but remember, no talking." (allow 15 minutes)
3. Move the chairs (or benches) back into a circle. Ask the learners to talk about their reactions to this experience. Ask them what they learned. Encourage many learners to participate in the discussion.
4. Accept all comments from the learners without you or anyone else judging them, which is "right" and which is "wrong". When you are talking about reactions and feeling there can be no right or wrong.
5. By your behavior show the learners that you are listening to them and that you care. (allow 10-15 minutes)

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Classroom Orientation ."

CULTURAL COMPONENT

A. In the value system of the Vietnamese people, there is much importance placed on knowledge and learning. "Tanh Hieu Hoc", which literally translated means 'love of learning', is considered to be one of the most important traits of their culture. This trait is primarily the result of their deep-seated belief in the three humanistic philosophies of Taoism, Confucianism and Buddhism.

From Buddhist teaching, the Vietnamese have learned to place more emphasis on humanistic rather than materialistic practices. One often hears the phrase "heart-oriented culture" in reference to the Vietnamese. From Confucianism, the Vietnamese have adopted a "Social Code of Behavior" which emphasizes a hierarchy in the maintenance of social and family order. One can see this influence in their respect for elders and teachers for their family and their respect for education. From Taoist teachings, the Vietnamese have adopted a belief in harmony between man and nature. This is reflected in their avoidance of confrontations and their sometimes indirect answers.

As a result of these influences, many of their attitudes toward education and learning are different from American attitudes. For example, most learning is thought of in terms of "book learning." Classroom format includes lecture with very little discussion. The students will listen to the lectures, take notes, memorize the material and be prepared to recite it when tested. In addition to this, the student's attitude toward teachers is always one of great respect. Traditionally, the teacher is considered as the "spiritual father" or "spiritual mother" (morally and academically) who guides his/her students to the right path in life. In the Vietnamese language, the terms "Thay" (Father) and "Co" (Mother) are used to address teachers.

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B. Comparison/Contrast of Education and Learning Styles

VIETNAMESE	AMERICAN
1. Desires are generally expressed by indirection-hinting and talking around a subject.	1. Desires and opinions are expressed more directly.
2. Lack of understanding will often result in a smile with a 'yes' answer.	2. Lack of understanding will result in the need for clarification.
3. Students will be reluctant to ask questions.	3. Students are encouraged to ask questions and will sometimes question the validity of a teacher's statement.
4. Student/teacher relationship: Students are taught to respect and obey their teachers. They often find an American teacher's informality uncomfortable.	4. Students often expect a teacher to exhibit their knowledge and skills first before showing any type of respect.
5. Students are more passive than active learners. They will listen, watch and imitate rather than experiment.	5. Students are more active than passive learners. They will search information out on their own.
6. Responses tend to be indirect. A 'yes' may not necessarily mean a positive answer but could only be a polite way to reply to avoid confrontation.	6. Responses tend to be more direct. Students will express their opinions when answering questions. This type of response can cause confrontation in the classroom.

LESSON PLAN

Objectives of the Lesson:

1 - Students can describe the goals of the Cultural Orientation program.

2 - Students can demonstrate appropriate behavior in an American classroom.

UNIT 1

Objective: Students can briefly describe the purpose of the Cultural Orientation program.

A. Welcoming Speech
   1. "We want to welcome you to the 12 week Intensive Cultural Orientation class here at Argyle 4. We are very pleased that you've been selected for immigration to the United States. Because of the hardships and difficulties faced by many refugees arriving in the U.S., the government of United States decided to establish a program to teach refugees basic English and American culture which would assist them in their initial resettlement in the U.S. The material is intended to give you what we call "survival skills" so that you will be able to function in American society with as little help as possible. The classes go for 12 weeks; you will meet here at the same time every night from Monday to Friday. Upon finishing this course, you will be scheduled for departure to the U.S.A."

TEACHING METHODOLOGY: Lecture

UNIT 2

Objective: Students can demonstrate appropriate behavior in the classroom.

A. Attendance
   1. The teacher will record attendance on a daily basis.
      a. A sign-in sheet will be passed around and all students must sign it.
      b. Do not sign for students not present.
   2. If a student is sick or not able to be present, they will be marked absent.
      a. To remove the absence from a student's record, the student must present their excuse to the YMCA Camp Management Office.
      b. Teachers/Interpreters can never accept excuses.
      c. Any questions concerning attendance must be taken to the Camp Management Office.
   3. If a student is late for class, he/she may sign the sheet but the teacher will also record him/her as late.
      a. It is best to be punctual.
   4. If a student leaves at break time, they will be marked absent for the whole class.

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B. No smoking/drinking during class or in the classrooms during breaks.

C. Students should not wear pajamas in class.
   1. It is not accepted in an American classroom.

D. Students should assist the teacher in keeping the classroom clean and with the moving of chairs.

E. Class Structure
   1. The teacher is the highest authority in the classroom, followed by the interpreter.
      a. The teacher will make all decisions as to class structure.
   2. The teacher will not just lecture in class.
      a. There will be group discussions, role plays and other activities in the classroom.
      b. Teachers will also call on students to answer questions.

F. Reasons For American Ideas About Time
   1. Punctuality
      a. Americans are very conscious of being punctual.
      b. Most Americans follow tight schedules on a daily basis.
      c. Being on time for class is very important.

TEACHING METHODOLOGIES:

Unit 2 - A: Attendance

Materials Needed: Attendance sheets

While explaining the attendance policy, pass around the attendance sheet and show the students how their attendance and punctuality will be recorded.

Unit 2 - B, C, D, E: Do's and Don'ts; Class Structure

Materials Needed: Tri-lingual visuals (Vietnamese, Chinese and English) representing each of the do's and don'ts.

DO'S

Participate in class.

Ask questions if you don't understand.

Attend class everyday.

Save your handouts.

DON'TS

Smoke

Be late

Wear Pajamas

Be noisy in class

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Directions: Ask a literate student to read each caption in Vietnamese/Chinese and then in English. Then ask different students to state whether each caption is a DO or DON'T. You might first explain each caption and then use the same visuals as an evaluation device.

Unit 2- F: Punctuality

Materials Needed: Model time clock and cards with different times printed on them (7:00, 7:15 etc.).

Ask a student who has worked in Hong Kong to show the class how to "punch the time card". Discuss the consequences of being late for work with the students. At first, ask the students what the consequences might be.

UNIT 3

Objective: Students can compare and contrast teacher/student roles.

A. Teacher/student relationship
   1. The same social status is not always attributed a teacher in America as in Vietnam.
      a. Students will generally respect their teachers in America.
      b. Students will ask a question if they do not agree or understand a teacher's statement.
      c. Teacher/student relationships are generally more informal in America.
   2. The teacher's job is to guide the students through school by both passing information on to them and by encouraging self-initiative.
      a. Teachers should assist students in becoming self-sufficient so that they will be able to make responsible decisions on their own.
      b. A teacher's job is not just giving students "correct" answer.
   3. Students should develop self-initiative in their studies.
      a. It is the Student's responsibility to be inquisitive.
      b. The teacher is the main source of information of the students.
         1. There are also other sources of information available.

NOTE: One of the reasons for this type of learning is to help students develop into decision-makers. In American society today, success and survival are partly the result of one's ability to make their own responsible decisions.

TEACHING METHODOLOGY:

Unit 3: Quiz

The following exercise is to test the students on the material in this unit and to show how active the learning tends to be in the U.S. classroom.

Directions:

Tell the whole class to stand up, then ask the first question. Have the students chosen their answer and stand in the section of the room based on that answer. For example, tell the students if they think A is the correct answer, stand near the A section, and so on for B, C and D. Then ask someone standing in A section why they chose A, ... B, C + D. Tell the students that B is the correct answer so those not in the B section should sit down.

Repeat for the rest of the questions.

START 1ST QUESTION 2ND QUESTION 3RD QUESTION

....and so on.

Questions

1. You are sitting in the classroom talking with classmates when the teacher enters the room. What is the best thing to do?

   a. Stand up.
   b. Remain seated but look up at the teacher to pay attention.
   c. Remain seated and keep your eyes down, out of respect.

   CORRECT ANSWER: B

   B. This would be an appropriate way to show respect for the teacher and will indicate your readiness to begin the lesson.

2. The teacher is talking to the class. And you didn't understand part of his lecture. What should you do?

   a. Look at your neighbor's notes.
   b. Whisper to your neighbor for help.
   c. Raise your hand and ask the teacher to repeat and/or explain what he said.
   d. Wait until the end of class and then ask the teacher to explain his point.

   CORRECT ANSWER: C

   Don't be embarrassed to ask for a repetition or explanations. Other students may also have the same problem. If the teacher's explanation doesn't help, then make sure to ask the teacher after class to explain it further.

3. If one of your women teachers sometimes sits on her desk while teaching, wears slacks to class and often talks to her students informally after class, would you think that:

   a. Your teacher doesn't take her job seriously.
   b. She puts comfort before professionalism.
   c. She wants students to think of her as an equal.
   d. Her behaviour is normal by American standards.

   CORRECT ANSWER: D

   American would consider this kind of behaviour to be informal and not undignified or inappropriate for a teacher or a professor.

4. You ask the teacher a question. He doesn't know the answer. You expect the teacher to:

   a. Say that we are only discussing the material in this textbook, not any outside material.
   b. Tell you not to interrupt the teacher during the class.
   c. Tell you he will look up the answer and tell you at the next class.

   CORRECT ANSWER: C

   In American society, a teacher is usually not embarassed to admit that he or she does not know the answer to a student's question. The teacher will usually look up the answer or assign a student to look up the answer and report to the class.

5. You are late for class and the teacher is already talking when you arrive. What do you do?

   a. Don't go to class.
   b. Enter the classroom quietly and sit down.
   c. Slam the door shut as you enter the classroom wave to your friend and start laughing.

   CORRECT ANSWER: B

   Since you have entered the class late try to not create any further disruption. Do not make a habit out of being tardy or else the teacher will be upset.

UNIT 4

Objective: Students can demonstrate ability to express lack of understanding in an American classroom.

A. If a student does not understand something, they should ask the teacher for clarification.

1. It is not impolite to ask questions if something is not understood.
2. If there are no questions, the teacher will assume everything is understood.

B. If a student has a question, they should raise their hand first and wait for the teacher to acknowledge.
   1. It is impolite to speak out without being recognized.

C. If a student is asked a question, they should say 'NO' when replying negatively and 'YES' when replying positively.
   1. Do not reply 'NO' when you mean 'YES' and vice versa.

TEACHING METHODOLOGY:

Role Play:

1 - Ask two studens to come to the middle of the classroom.

2 - One student will ask directions to the bus station from the other student.

The student giving directions should speak quickly to confuse the lost student. The lost student will not dare to say he does not understand. When they part, the lost student will still not know the correct way to get there.

Notes for the Students:

1 - If someone is speaking too fast, ask them to please slow down.

2 - If something is confusing, always ask for clarification.

UNIT 5

Objective: Students can list some of the major goal of the Cultural Orientation Program.

A. HOUSING - which includes how to find a house, household safety, tenant/landlord responsibilities and leases.

B. EMPLOYMENT - How to find a job, personal employment data, job interviews and job availability.

C. CONSUMERISM AND FINANCES - American currency, shopping (food and clothing), cashing checks and banking.

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D. COMMUNITY SERVICES - Public Assistance, education, legal/illegal activities.

E. HEALTH - availability of heatlh services, medical facilities, health care and family planning.

F. SPONSORSHIP AND RESETTLEMENT - explanation of sponsorship (different types), refugee/sponsor expectations.

G. LIFESTYLES - role of women, minorities in America, the family and parent/child relationships.

TEACHING METHODOLOGY:

Materials needed: Cultural Orientation goals handout

Pass out the "Welcome to Cultural Orientation Class" handout. As you go through the list of goals, first ask the students what they think would be most important to learn. Make sure you accurately explain each of the goals to the class.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Classroom Orientation ."

Classroom Orientation,Part 2

CULTURAL COMPONENT

A. In Vietnamese society, forms of address are in terms of relationship, rank and age among members of a family. For example, one might refer to his/her uncle as "uncle number 4" or one's brother as "brother number 3". Generally, they would never call their relatives by their given name.

Traditionally, the Vietnamese would rarely use names in addressing someone. Use of the actual name is permissable only if one is on intimate or friendly terms with the speaker. The usual way to address someone is in the use of an appropriate form "Thua" with no mention of the family or given name. If one is on friendly or intimate terms, the family name is never used. The name which is most commonly used is the given or first name.

B. About 80% of the Vietnamese use one of the following family names:

BUI
DANG
DAO
DINH
DO
DUONG
HA
HOANG
HUYNH
LE
LY
NGO
NGUYEN
PHAM
PHAN
TRAN
TRUONG
VU
VO

About 40-45% use Nguyen only.

The order of Vietnamese names is as follows:

Family Name (Last)	Middle	Given (First)
TRAN	VAN (male only)	HUNG
NGUYEN	THI (female only)	HAI

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When using Mr., Mrs., Miss, Ms., the Vietnamese will always use the given name - NOT the family name. This is why many of the Vietnamese will address Americans as "Mr. John," or "Miss Susan".

There are a few exceptions to the above explanation of Vietnamese names. Some names contian 4 parts: Nguyen Thi Doan Trang; Dang Thi Thanh Thuy. In these cases, the last two given names are usually hyphenated: Dang Thi Thanh-Thuy.

C. Chinese names are slightly different from Vietnamese. There is no concept of a middle name. The given names always go together: CHU MAI-LING. CHU is the surname and MAI-LING is the given name or first name.

D. The Vietnamese do not have different ways of greeting according to periods of the day. People will not say "Good Afternoon", "Good Evening" or "Good Night". With recent western influence, though, some have adopted their way of greeting. The traditional way of greeting is to either welcome one into home or ask about their health

The physical act of greeting is done by joining the hands in front of the chest and slightly bowing the head. Nowadays, many have adopted the western way of shaking hands. But even with acceptance of the handshake, members of the opposite sex will still not shake hands.

LESSON PLAN

Objectives of the lesson:

1. Students can compare/contrast Vietnamese and American systems.
2. Students can demonstrate different ways of greeting in America.

UNIT 1

Objective: Students can demonstrate understanding of the order of American names.

A. The order of American names is backward from Vietnamese names.

1.

First Name	Middle	Last
Joseph	John	Lambert
Carol	Ann	Gilbert

B. When using Mr., Mrs., Miss, Ms, Americans will always use the last name (family name), NOT the first or given name.
   1. This often results in Americans addressing Vietnames as Mr. TRAN or Miss NGUYEN.

TEACHING METHODOLOGIES:

Unit 1 - A: Use of Name Strips

1. Cut up pieces of paper into strips.
2. Pick out a few names, both Vietnamese and American.
3. Take the parts of the names chosen and write them on the strips of paper.
4. Then pass the strips out to the students.
5. Finally have the students come to the front of the class and position themselves in the proper naming order.

Example:

TRAN VAN HUNG
JOSEPH JOHN HOLT

On strip of paper, write each part of the above names. Color code them for position - Tran could be red, Van green and Hung blue. Then pass the strips out to three studens. Have them come to the front of the class and position themselves accordingly. Then show TITLES on strips of paper written in black. Put pictures of doctors, an officer, a married woman, a young girl on the balckboard Have the students position the strips correctly. For example:

Dr. TRAN VAN HUNG
Dr. TRAN

Mary Linda Cole
Mrs. Cole

Unit 1 - B: Role Plays

Conduct: Role play on the use of titles in America.

1. Ask 2 students to come to the front of the class.
2. One student should be the doctor and the other the patient.
3. Have the patient introduce himself/herself to the doctor.
   a. Make sure the patient uses the family name of the doctor and not the first name.
      Example: Dr. Tran not Dr. Hung
   b. Also make sure the doctor introduces himself/herself using their last name and not their first names.

   The whole idea of this exercise is to insure that the students realize they must use the Family name (last name) and not the first name when using titles as doctor, teacher, etc.

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2nd Role play

1. Ask two students to come up to the middle of the classroom.
2. Have one student be a patient while one student acts as a nurse.
3. The patient should ask for "Dr. Bob". The nurse should tell him there is no "Dr. Bob" there. After some confusion the nurse realizes that the patient is looking for "Dr. Bob Smith".

UNIT 2

Objective: Students can describe ways in which Vietnamese names should be used in America.

A. Even though Vietnamese and American names have a different order, a student need not completely change their name.
    1. First, all students must understand the difference.
    2. Students must always specify what name they are called by.
        a. If a student is asked their name, they can answer with the Vietnamese order - Tran Van Hung. But they must specify what they are called by--as "Please call me Hung".
        b. Remember, most Americans won't understand the Vietnamese system.

B. For filling out forms, students should write their names in the same order requested on the form.

If the form requested First, Middle and Last Name, then the student should write their names in that order.

NOTE: Make sure the students realize that it's up to them to clarify to Americans that Vietnamese name order is different. They must tell people that the Surname is first and the given name is last.

TEACHING METHODOLOGY: Lecture

UNIT 3

Objective: Students can demonstrate knowledge of laws pertaining to changing names or adopting a new name.

A. Changing or adopting a new name involves a legal process in America.

B. The name, on the I-94 is considered to be the refugee's legal name.
    1. If someone wishes to change their name, they must fill out various forms to have it changed legally.

C. The legal process can vary from State of State.
   1. It is best to ask one's sponsor or a friend for help in finding the proper forms necessary.

TEACHING METHODOLOGY: Role Play - Use of Legal name

Two students: One should act as a refugee, and one as a Social Security clerk.

Scene: At a Social Security Office.

Clerk: May I help you?
Refugee: Yes, I would like a Social Security Card.
Clerk: What is your name, please?
Refugee: John Tran.
Clerk: John Tran?! Is that your legal name in your I-94?
Refugee: No, on my I-94 my name is Tran Van Than.
Clerk: Then you must use your real name, Tran Van Than unless you legally change it.

UNIT 4

Objective: Students can demonstrate an understanding of meaning and ethnicity in American names.

A. Most American names have no particular meaning.
   1. But, one can often tell the sex of a person by their first name.
      a. Linda, Betty - names used by females.
      b. Rick, John - names used by males.

   2. Some first names can be used by both sexes.
      a. Kris, Chris - names used by both males and females.

B. Many family names reflect diverse ethnic backgrounds in America.
   1. Torres - family name which reflects Latino background.

   2. Bacidori - family name which reflects Italian heritage.

   3. Rabenberg - family name which reflects a German background.

TEACHING METHODOLOGY:

*Materials needed: Visuals of men and women
Name strips of American first names.

Directions: Before class make name strips of American first names. Write them on strips that are color-coded as above. Handout the visuals of men and women and the name strips to the students. Have them pair off together with a visual of women and a women's name or a picture of a man and a male's name.

UNIT 5

Objective: Students can demonstrate appropriate ways to greet in America.

A. Handshake - the most accepted way to greet someone in America.
  1. This can be used by both sexes: women greeting women, women greeting men or men greeting men.

B. Hugging - considered to be a warm, intimate greeting.
  1. This is generally used by people who know each other well.
    a. Sponsors will often hug the refugees they've sponsored at the airport.

C. Cheek-kisses: also considered to be a warm, intimate greeting.
  1. It is one way for someone to express affection or friendliness.

D. Introductions.
  1. Formal Introductions.
    a. Usually women or older people are introduced first; this is considered a gesture of politeness.
  2. When Americans are introduced to someone, it is customary to shake hands and give your name.
    a. Look the person in the eye when introducing yourself.
    b. Remember, all students should specify what they are called by.
  3. In a social situation, Americans insist on making formal introductions.
    a. It is considered impolite if strangers are not introduced to everyone present.

TEACHING METHODOLOGY:

Unit 5: Compare/contrast Greetings in the U.S. and Vietnam

Ask the students to come to the middle of the classroom to demonstrate how a teacher and his student would greet each other in Vietnam. Have other students show how a boby and girl, parent and child,; and two friends would greet.

Finally ask some students to demonstrate their impression of how Americans would greet each other in these situations.

Unit 5 - D: Introduction

Ask the students questions about introductions in their culture. For example:

1. Are older people introduced to younger people or vice versa?
2. If you saw a co-worker on the street would you introduce your wife and children to him?
3. If you met your boss's wife, would you lower your eyes or look at her directly?
4. If you introduce a man and woman would they shake hands?

Have the students practice (in English if possible) introduce each other to you.

REVIEW

Dialog for names and name order

Directions: Have the students practice the dialog together as a class before you cann on two students to say it aloud. To around the room until each student has had a chance to ask the questions and reply.

What is your name?

My name is Tran Van Hung
Please call me Hung.

What is your last name?

My last name is Tran and it comes first.

What is your first name?

My first name is Hung and it comes last.

What is your middle name?

My middle name is Van.

What should I call you?

Call me Hung. It's my first name.

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Classroom Orientation ."

Classroom Orientation

Purpose: To introduce the students to the Cultural Orientation Program, classroom procedures and each other.

Activity 1: Introduction to teachers/definition of roles.

Procedure:

I. Introductions

   A. Teacher introduces self and gives brief background info.

   B. Teacher introduces translator.

   C. Translator introduces self by giving brief background info.

II. Teacher gives brief definition of CO course.

III. Teacher gives general overview of roles:

   A. CO Supervisor (COS)--American who plans content of classes, trains, observes and meets with teachers.

   B. Teacher (T)--permanent staff, teach CO classes.

   C. Translator (Tr)--translates, assists T in class.

   D. Learner (L)

      1. Activity participates

         a. Learns better if participates actively.
         b. T. can adapt information of course to better suit needs of L. if T gets feedback on what L knows and wants to know.
         c. L's can help refugees following them by sharing their ideas and experiences with T. Program has goal of writing a refugee survival guide in the native language.

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2. Ask questions if he/she doesn't understand.
    a. T emphasizes that this is important considering the indirectness of information transfer.
    b. T draws info transfer diagram emphasizing importance of feedback from L.

COS ---- T ---- Tr ---- L.
       ----   ----   ----

Activity 2: Statement of class rules

Procedure:

I. Introduction

--T states importance of having class rules.

II. T list rules, explaining reasons for their existence.

- A. Physical
    1. No smoking
    2. No eating
    3. No spitting
- B. Attendance
    1. Mandatory attendance
    2. Punctuality
    3. Staying in class until break
- C. Learner responsibilities
    1. Homework
    2. Active participation in class
    3. Answering questions-saying "no" when you mean "no"
    4. Asking questions when student doesn't understand
    5. No talking when T Tr or another L is talking

Activity 3: Learner Introductions, Fact-seeking game.

Materials needed: Translated questionnaire forms. (Khmer or Vietnamese)

Procedure:

I. Introduction (± 12 min.)

A. T states that the following activity is to give L's an opportunity to get to know each other.

B. T asks L's to form into groups of eight each. T tells L's that they will be a team and asks them to think of a group name, (eg. "Tigers").

C. T. and Tr move around room, assisting in the formation of groups.

D. T and Tr hand out questionnaire form. As they hand out form they ask each learner "Do you read?". As T and Tr identify pre-Literates they pair them with a literate L sitting next to him/her in the group. T or Tr ask the literate L to help the pre-literate in activities that require reading.

E. T. explains activity:

1. Object of game is to fill in name of a learner in class for each question.
2. Groups must work together. The group which completes the form first, or which completes the greatest number of items in the 10 minute time limit wins a prize to be announced later.
3. T suggests that L's take a few minutes to plan a strategy of collecting information before breaking up group to fill in form.
4. T tells learners what time they must have their group list of responses ready.

II. Learners interview each other (15 min.)

1. T tells them after 5 min that they have 10 minutes remaining. T suggests that they leave their groups to gather info if they haven't already done so.
2. T tells them after 12 minutes that only 3 minutes remain to regroup and tabulate their answers. T tells L's that they must write the name of their group (eg. "Tigers", "Dragons") on their master list and have a group representative give list to T.

III. Conclusion (5 min.).

1. T collects group lists.
2. T calls up reps. of winning group.
3. A group representative reads the answers (names) from group list.
4. T congratulates winning group and announces that they'll get their prize later.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " Classroom Orientation ."

A. Cultural orientation overview

The cultural orientation and the English language aspects of this program complement each other. In the cultural orientation parts of the program, the students learn about life and living in the United States. In the English language parts of this program, they learn the language that is necessary for life and living in the United States. Both parts of the program are quite important. For example, in the first language lessons, the students learn how people in the United States greet each other. At the same time, it is important to know to use the various ways of greeting each other--that is part of cultural orientation.

Cultural orientation involves learning two things--what people do in the United States and why they do it. Some things will be familiar to the students already: for example, everyone washes dishes after using them. Some things will be different: for example, the way people wash dishes in Laos (Cambodia, etc.) is different from the way people in the United States wash dishes. Some things will be easy to understand in this course: for example, how people in the United States keep their homes clean. Other things may be a little difficult to understand: for example, why people in the United States do not want their grown-up children to live with them.

Discussion is very important in this class. Discussion means that the people in the class--the teacher and the students--talk together about a certain topic. Discussion does not mean that the teacher talks all the time and the students simply listen. Thus, this course will be effective--that is, the students will learn something from this course--only if the teacher and the students talk together about things. The teacher knows what life and living in the United States are like. The students know what life and living in Laos (Cambodia, etc.) are like. When the teacher and the students talk together, each can learn from the other and can compare life and living in Laos (Cambodia, etc.) and the United States. In this way, always talking together, they can find out if the students may have problems in the United States and how to solve those problems when they arise.

In general, the teacher will be asking many questions in this class.

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These questions are intended to help start discussions. But the students must ask questions also. More will be said about this later.

B. Names and name order

Questions

1. How many names do people in Laos (Cambodia, etc.) usually have?
2. Do they have family names?
3. Do they have nicknames?
4. When is the full name (that is, given name and family name together) used?
5. When is only the given name used?
6. When are nicknames used?

People in the United States usually have at least two names and sometimes as many as four names. The two basic names are called the first name and the last name. The first name is the given name: for example, Robert, James, Thomas, Elizabeth, Catherine, Constance. Most of these names are either for males or for females. There are very few names that can be used for both males and females. Thus, Robert, James, and Thomas are used for males, while Elizabeth, Catherine, and Constance are used for females. The last name is the family name: for example, Smith, Jones, Brown, and Black are very common family names. People in the United States have at least a first name and a last name: for example

James Smith
Robert Jones
Catherine Black
Constance Brown

In addition, many people have a third name called the middle name. This name goes between the first and last name: for example

James Robert Smith
Catherine Mary Black

Many women in the United States have only two names: the first name and the last name. When they marry they take the husband's last name as their own last name and change their original last name to a middle name. Thus, if a woman named Catherine Black marries a man named James Smith, she may call herself Catherine Black Smith.

Finally, many names in English have nicknames associated with them: for example,

Name	Nickname(s)
Robert	Bob, Bobby (Bobbie)
James	Jim, Jimmy (Jimmie)
Thomas	Tom, Tommy
Elizabeth	Betty
Catherine	Cathy
Constance	Connie

In general, male names with -y or -ie are used for children, while those without -y or -ie are used for teenagers and adults.

Most people in the United States are informal in the use of names, but there are certain situations when formality is required. For example, when the newly-arrived person first meets his sponsor, he should use the sponsor's last name preceded by Mr., Mrs., Miss. The sponsor may say

"Call me Tom."

in which case the newly-arrived person should use the sponsor's nickname from then on. In general, last names are used until two people become fairly well acquainted. Later, first names--and usually nicknames--are generally used. In any case, the person will let the newly-arrived person know what to call him.

In all cases, the newly-arrived person must NOT use the titles Mr., Mrs., or Miss with the first name. Many years ago, when people had servants, the servant would call the master Mr. Tom. Anyone who calls a person in this way nowadays sounds very strange.

Questions

1. At least how many names do people in the United States usually have?
2. What are the names?
3. Are there different given names for males and females in the United States? Give two examples of male names and two examples of female names.
4. How many more names may people in the United States possible have?
5. What are the other names called?
6. Can any of the names be used at any time?

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7. When can first names or nicknames be used?

8. What should the student remember about the use of titles such as Miss? Why is it important to remember this?

C. Greetings

Questions

1. How do people greet each other in Laos (Cambodia, etc.)?

2. Do you use the same greeting for everyone?

3. If there are different greetings, how do they differ?

4. Are there ways of greeting people who are superior? What are they?

5. Are there ways of greeting people who are inferior? What are they?

6. How do you greet someone who is an equal?

In the United States, there are several ways of greeting a person. In general, these ways differ on the basis of formality, rather than on the basis of the social status of the people involved. Thus, the President of the United States and the man next door will be greeted in the same way, depending on the personal relationships between them and the speaker. The formal ways of greeting include the words hello, good morning, good afternoon, good evening. These are used with people who are not close friends. They are also used in formal situations, such as in the classroom. There are many informal ways of greeting a person. Among the most commonly used are the words hi, what's new, how's it going, etc. These are usually used with friends, fellow workers, etc. If a student knows a teacher fairly well, the student would probably use good morning in the classroom when greeting the teacher, but use hi when meeting that teacher outside the classroom.

People in the United States usually shake hands when they first meet. When a man and a woman first meet; the woman must extend her hand first. If she does not, then there is no handshaking. Other than when first meeting, people in the United States do not shake hands very often. There are certain situations, however, when it is expected. For example, there may be handshaking at the beginning and end of an important meeting; there is almost always handshaking at certain ceremonies, such as weddings and funerals. In general, the newly-arrived person can see when people shake hands and when they do not. Also, when handshaking as expected, the other person will usually extend his hand first.

Some people in the United States sometimes judge other people, especially men, by the way they shake hands. The grip must be firm, but not so strong that the other person may feel discomfort. Also, the whole hand must be used and not only the finger tips.

Questions

1. What is the main difference between ways of greeting people in the United States?
2. Give two examples of formal ways of greeting someone in the United States.
3. Give two examples of informal ways of greeting someone in the United States.
4. Can the same person be greeted formally on one occassion a . informally on another? Give an example, i.e. the example of a teacher.
5. Do people in the United States shake hands all the time?
6. Give three examples of when people usually shake hands in the United States.

D. Teacher / student roles

Questions

1. How do people in Laos (Cambodia, etc.) feel about teachers?
2. Do they treat teachers in any special way? How?
3. How do students in Laos (Cambodia, etc.) act in the classroom?
4. Do they often ask questions in class?
5. Do they ever disagree with what the teacher has said in class?

In the past few years, the relationships between teachers and students have changed a great deal in the United States. A generation or so ago, students in the United States tended to be fairly passive in the classroom. The teacher was like a boss who had to be obeyed and believed all the time. Students then often asked questions, but seldom disagreed with what the teacher had said. Also, at that time, students tended to dress rather formally for school. Now, students feel more independent. They disagree with the teacher when they think it necessary. And in many parts of the country, they can dress as they please in the classroom, as long as they are neatly, cleanly, and decently dressed. For example, jeans may be worn in the classroom, but shorts usually may not. The biggest difference, though, is probably the fact that there is a friendlier relationship between teacher and student now. Teachers are often--but not always--thought of as older brothers or sisters rather than bosses. Students sometimes discuss things with their teachers that they cannot, for some reason, discuss with their parents.

In this classroom, the situation should be like that of a classroom in the United States. This means that the teacher in this class is here to help the students learn about life and living in the United States--what people do there, what they think, etc. Perhaps more important, it means that the student should develop an inquiring mind: that is, more learning will come through asking than through simply sitting and listening. Thus, the student must not be afraid to ask for more information. Sometimes, the teacher may not be able to answer some of the questions during a certain class hour. If he cannot, he will find out the answer and tell the students during the next class hour.

Finally, there are certain rules that are observed in most classrooms. Since these rules are part of life in the United States, students will be expected to follow them during these classes, and should also follow them during the English language classes.

1. The classroom should be neat and clean at all times. This rule means that the chairs should be in order and that there should be no litter on the floor. At the beginning of each class hour, then, the students should straighten up the chairs and pick up any litter that is on the floor. Doing this does not mean that the students are janitors. It means that they take pride in their classroom. (Besides, being a janitor in the United States is not considered a bad job. Any job that is well done is respectable in the United States.)

2. There must be no spitting on the floor. In many places in the United States, spitting on the floor is illegal, and the spitter will be fined. Following this rule will help the students get used to following the laws of the United States.

3. You should raise your hand if you want to say something or to ask a question in class. Interrupting someone who is talking is considered to be very bad manners in the United States, unless it is done in certain ways. In the classroom, the polite way to interrupt is to raise the hand.

In general, then, this class is the students' introduction to life and living in the United States. For that reason, the students must start following the customs and practices of the people of the United States immediately from this first class hour.

Questions

1. The classroom situation in the United States is, in a sense, both formal and informal. Can you explain this by giving examples that have been discussed?

2. Do you think that students in the United States have too much "freedom"?

3. This class has two major purposes. What are they?

4. What are the three rules that must be observed everyday in this classroom and in the English language classrooms?

5. Explain why each rule is important and how it will help the students in living in the United States.

E. Punctuality

Questions

1. In Laos (Cambodia, etc.), if you are invited to a party that starts at 6 p.m., at what time should you arrive at the party?

2. In Laos (Cambodia, etc.), if you make at appointment to see a doctor for 2 p.m., at what time should you arrive at the doctor's office?

3. In Laos (Cambodia, etc.), if you make an appointment with a friend for 10 a.m., how long will your friend wait for you?

People in the United States like to be on time and like for others to be on time also. Many people in the United States are, or like to think they are,very busy. They do not like to waste time. This means, among other things, that they often do not even spend much time eating breakfast or lunch. Many of them believe the saying "Time is money". In fact, three verbs that are used with the word money are also used with the word time: people in the United States save, spend, and waste both time and money.

Thus, one other thing that students must practice doing during these classes is the habit of punctuality. They must be on time for their classes, both cultural orientation classes and English language classes. Being late for class, for no good reason, is a little insulting: it means that the student does not think the class is very important. Being late for class, for no good reason, is also a little bit inconsiderate: it means that the student does not think much of his fellow students. So unless the student has a very good reason, he should not be late for class.

F. A final comment about politeness

Questions

1. In Laos (Cambodia, etc.), is it polite to ask how old someone is?
2. Is it polite to ask if someone is married or not?
3. Is it polite to ask how much a person earns a month?
4. Is it polite to ask how many children a person has?

During the first class hours of the English language classes, the students will learn to ask and answer questions concerning the listener's age, salary, marital status, children, etc. These questions are necessary for the student to learn because they are used in many situations: in getting a job, in applying for many things such as a social security card or credit, etc. However, these questions must NOT be asked outside those situations: that is, it is considered very impolite to ask about a person's age, salary, marital status, children, etc., outside the formal situations in which such questions are necessary.

GENERAL INTRODUCTION

Cultural Comparisons of Time and Time Management

Purpose: Prepare the student to manage time in America.

A. Cultural Comparison of Time

B. Time Management

   1. Using a calendar for keeping track of appointments
      a. Job related
      b. Medical
      c. Social invitations
   2. Keeping daily schedules
      a. Planning the day
      b. Getting places on time
   3. Making and breaking appointments
      a. Giving advance notice
      b. Making and breaking appointments
         a) By telephone
         b) In person

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand

This material was developed for use in the presentation of the information in Lesson 12 - " Cultural Comparison of Time and Time Management."

*Save the Children Federation, Experiment in International Living, and World Education

Time Management

Activity: Making a Calendar

Objective: Learners can mark given events on a calendar; includes the day's date, school days and weekends, days past and and days ahead.

Preparation: You will need newsprint and felt pens. Make a sample calendar for one month. Write down step-by-step directions. Take some rulers and some colored pens to class.

Procedure:

1. Divide the learners into groups of 4-5. Pass out newsprint. felt pens, and rulers. Begin by telling the learners to draw a large rectangle. Demonstrate. Tell them how long they should make the sides and the top and bottom.

2. Make six dots at the top and at the bottom. Demonstrate. Make four dots on each side. Demonstrate. Connect the top and bottom dots with a straight line. Do the same with the dots on each side. The learners should do the same.

3. Find the square on the top line that should be the first for the current month. Write number "1" in the first square. Demonstrate. The learners should do the same. Write number "2" in the second square. Demonstrate. Fill in the other numbers up to 30 or 31, according to whatever month it is. Walk through the classroom and check to see if any learner needs further guidance.

4. Explain that what they have just made is a calendar. Americans use it to remember certain events or appointments. Write the name of the month at the top. Demonstrate so that the learners can copy. Write the name for the days of the week above each column. Demonstrate one at a time so that the learners can copy. Draw a picture above the name of the month. Check all the groups to see if you could give further help.

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5. Follow these activities, step by step:

   a. Ask the learners to find today. Let those who know show those who do not. Tell them to put a large, colored circle around today.

   b. Ask the learners to find all the days already past this month. Let those who know show those who do not. Put a colored slash (/) through all the days past already.

   c. Write the letter "T" in the square for tomorrow.

   d. Write the letter "Y" in the square for yesterday.

   e. Put colored circles around all the days when we do not have class. Check to see if anyone needs further assistance.

   f. Put a colored line under all the days when we do have class.

   g. Count the number of days remaining in this month. Write this number at the bottom.

6. Stop. Ask all the groups to report. Ask each group to explain all the colored circles, lines and slashes on their calendar. If the learners are good at English, you may want to review the English we use with calendars.

7. Show examples of factory made calendars. Turn to the page for this month. Ask the learners to point out the date today. Ask them to point out the days already past. Ask them to point out the days when we have class, etc.

8. Make a calendar for next month.

Insert Page: 4.3

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 12 - "Cultural Comparison of Time and Time Management."

*Save the Children Federation, Experiment in International Living, and World Education

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Time Management

Activity: Appointments

Objective: Learners can make and keep an appointment.

Preparation: Bring small calendars for each learner. You will need the small pieces of paper with an appointment (day, time, and place) written on it. Draw a big calendar on the blackboard.

Procedures:

1. Briefly review the calendar. Point to the big calendar on the blackboard. Ask: What is this? Ask a learner to come up and circle today's date. Ask another learner to underline yesterday's date; another learner to underline tomorrow's date. Ask: How many days have past this month? How many days are left? When do we usually pay the apartment rent? Ask someone to come up and cross out the weekends. Ask: Do we usually work on the weekends? (Allow 10 minutes)

2. Briefly review time (A.M/P.M). Ask: What time is it now? Is it A.M. or P.M.? What does A.M. mean to you? What does P.M. mean? What time do you get up? (Ask them to use A.M or P.M) When do you go to class? When do you eat supper? got to bed? (Allow 5 minutes)

3. Now imagine: a teacher wants to talk privately to a learner. The teacher asks the learner to come to the office on April 9, at 12:30 P.M. The learner agrees. Call a learner to go the calendar, circle the date, and write in the time and the place. Explain that the teacher and the learner have made an appointment. Ask: What have they made? What is an appointment? What does it mean to make an appointment? What day is this appointment? What time is it? Where is it? (Allow 10 minutes)

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4. Now imagine: It is April 9, 12:30 P.M. The learner and the teacher are at the office. They have kept the appointment. Ask: What have they kept? What does it mean to keep an appointment?
Let's practice. Read a situation. The learners must tell whether the person in the situation is making or keeping an appointment.

    a. Vang Her said he will meet the center chief on Friday, at 11 A.M.
    b. It is Friday, 11 A.M. Vang Her and the chief are together.

    a. A group of people decided to meet at UNHCR Office, Monday, 2 P.M.
    b. It is monday, 2 P.M. Nobody is at the UNHCR office.

    a. You have an interview with a JVA official on Tuesday, 4 P.M.
    b. It is Tuesday, 4 P.M. You are at the JVA office with the official. (Allow 15 minutes)

5. Divide the learners into groups of two persons. Give each learner a calendar. Give each pair-group a piece of paper. Explain that on the piece of paper there is a date, time, and place. Ask a learner in each group to read their piece of paper. Both members of each group will write the date, time, and place in the appropriate block on the calendar. Teacher and teacher aide should go around the room and check to see if everyone understands. When they have finished, they will have made an appointment. Ask: What have you done? (Allow 10-15 minutes)

6. Write a new calendar on the blackboard. Point to a day, ask: Which group has an appointment on this day? Then, ask: What day is it? What time is it? Where is it? continue this activity with the other groups using other dates. (Allow 15 minutes)

7. Now ask the learners to change seats, so that the two people in each group are not sitting together. From the teacher's sheet, choose a date and time. Point to a date on the calendar, saying: imagine, this is today. Then read the time. Ask: Who has an appointment now? The two learners who do, must come to the center with their calendars. Check to see if they are correct. (Allow 10 minutes)

8. Lead a discussion:

   a. Do you think people in America make and keep appointments?
   b. What makes you think this way?
   c. Will it be important to make appointments? Why? Why not?
   d. Will it be important to keep appointments? Why? Why not?
   e. What can you do to help you remember future appointments?

Insert Page: 4.7

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Thailand. This material was developed for use in the presentation of the information in the lesson " Cultural Comparison of Time and Time Management."

Cultural Comparison of Time and Time Management

Objectives of the Lesson:

1. Students can compare/contrast concepts of time in America and Vietnam.
2. Students can plan a daily schedule which includes making and breaking appointments.

UNIT 1

Objective: Students can describe American concepts of time and permanence.

A. Time, generations, the past and the future have different meanings to Americans.

  1. Americans think in terms of short time spans - NOT in terms of centuries or generations.
     a. Few Americans can trace their ancestry back more than a couple of generations.

B. Most Americans believe in one life - NOT in rebirth.

  1. There is much importance placed on this life.
  2. Every day, every hour is important as one might not live a long life.

UNIT 2

Objective: Students can demonstrate use of a calendar in planning daily schedules.

A. Most Americans use a daily calendar to keep track of all appointments.

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Insert Page: 4.8

Cultural Comparison of Time and Time Management

1. Job-related appointments
    a. When you look for a job, it is best to record all appointments for job interviews.
    b. If you are late for an appointment, it can jeapordize your chances for the job.

2. Medical-related appointments
    a. When going to a hospital or clinic, it is best to make an appointment first.
    b. Again, it is best to record the appointments on a calendar so you don't forget them.
    c. If late for an appointment, you can lose your apportunity to see the doctor.
    d. Doctors keep a very tight appointment schedule, thus it is best to be on time.

3. Invitations
    a. Generally, Americans won't drop in on friends without calling first.
    b. Any time you wish to spend with friends should be planned in advance.

B. Daily Schedules

1. Most Americans have an idea what they will be doing during any moment of the day.
    a. Each day is planned very carefully for various reasons.
        - To keep track of all appointments and to allow proper time for each appointment.
        - To allow proper time for relaxation. This includes personal time as well as time with the family.

2. Getting places on time
    a. In planning your day, you must always consider transportation time to the appointments.
    b. You have to consider the type of transportation being used along with distance.
    c. Most Americans (employers etc.) won't accept the excuse that transportation took longer than expected.

TEACHING METHODOLOGIES:

Unit 2 Role Play: Being on time for appointments

The following are all possible outcomes of not being on time for appointments.

- Job applicant and receptionist
- Mr. Jones' Office

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Cultural Comparison of Time and Time Management

JOB APPLICANT: I'm here to see Mr. Jones

RECEPTIONIST: I'm sorry Mr. Jones is out of the office now at lunch.

JOB APPLICANT: I had an appointment to see him about a job.

RECEPTIONIST: Oh, What is your name?

JOB APPLICANT: Mr. Tran. My appointment was for 10:30 this morning.

RECEPTIONIST: Mr. Jones wondered where you were this morning. You should have called. Anyway, Mr. Jones had another applicant come in at 11:30 who was hired for that job.

JOB APPLICANT: (Thinking to himself) I better be on time for my other interviews.

Role Play: Going to a doctor's appointment late

- Nurse
- Doctor
- Patient

PATIENT: I have an appointment to see Dr. Bob Smith

NURSE: What is your name please?

PATIENT: My name is Tran Van Dung.

NURSE: Tran Van Dung? What time was your appointment?

PATIENT: This afternoon.

NURSE: Do you know the exact time for your appointment? Oh, I see you were given a 1:15 appointment. But it is 3:00 now. I'll see if the doctor can still see you now.

DOCTOR: I'm sorry. I have too many people waiting to see me now. Would you please come back this Friday, at 10:20 a.m. I think I will have time to see you then.

Unit 2 (B)

Daily Planning — Materials needed: draw a daily schedule on the blackboard

Directions:

Fill out the daily schedule planner on the board according to your personal schedule. Explain to the class what you are doing as you fill it out. Then erase your own enteries from the planner, and ask a student to go up to the blackboard and write his own schedule while a student in the camp.

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Getting Places on Time

Materials needed: Visuals of the MTR, a car, taxi, bus and a person walking.

Direction:

Ask the students how many of them have been to the (place name). Of those who have been there, ask what type of transportation they took to get to the (place name).Hold up each visual so they know what mode of transportation you are talking about. Get them to tell you how long it would take to get there using the different means of transport.

For example ask:

How long does it take to get to the (place name) by bus?

Then using the above information and ask the students if they had a 2:00 p.m. appointment with someone there, what time do they have to leave (place name) in order to get there in time if they walk, take a bus, taxi, etc.

Unit 2 Role Play: Dropping by uninvited

Choose three students, one as a guest and the other two the hosts.

GUEST RINGS DOORBELL

HOST: Tran! Come in, I'm very surprised to see you. Is any thing the matter?

TRAN: Oh, nothing. I just was in the area so I thought I would stop in.

HOST: (To wife) Look who is here, Tran.

HOSTESS: Tran? We are in the middle of eating dinner would you like to join us?

GUEST: Oh no, I'll just wait in the living room until after you finish.

HOSTESS: Oh, we have made plans to meet another couple to see a play in town. I'd love to include you but we bought the tickets already and its sold out.

GUEST: It doesn't matter I'll see you another time.

HOST: Why don't we make plans to have dinner together this Saturday night at 7:30. Shall we meet at the GREEN GARDEN RESTAURANT?

GUEST: Fine, I'll see you on Saturday night, bye.

UNIT 3

Objective: Students can demonstrate procedures for making/breaking appointments.

A. In America, most business is conducted by the use of advance notice.

  1. If you need to see someone, it is always best to make an appointment.

  2. You can make appointments either by telephone or in person.

B. Most people require at least 24 hour notice in making an appointment. Some require more advance notice.

  1. When making an appointment, you agree on a date, time and place to meet.

  2. If you are going to be late, stop and phone the person to tell them you will be late.
     a. It is possible to be fired from a job for not being on time regularly.

  3. If you wish to break an appointment, it is best to give at least 24 hour notice.
     a. This allows enough time for the other person to schedule in someone else.
     b. Remember, also call to cancel an appointment. It is considered impolite to simply not show up.

  4. If you wish to change an appointment, it is best to call 24 hours in advance.
     a. Usually the other person will try to reschedule at a convenient time for both of you.

TEACHING METHODOLOGIES:

Unit 3

Making an Appointment

Materials needed: Appointment card handout.

Ask the students if they ever had to make an appointment for which they received an appointment card. If they have ask what information appeared on the card. If they have never received a card then refer them to the appointment card handout.

Ask a student to read the information contained on the card.

Role Play: Breaking appointments

Materials needed: Two toy phones.

TRAN: Hello, Is this Thanh?

THANH: Yes it is.

TRAN: Thanh, this Tran. I'm very sorry that I can't meet you tonight because I feel sick.

THANH: I hope you feel better soon. Call me again when you are available to go out.

TRAN: I will. Good bye

THANH: Good bye.

(Receptionist, patient)

RECEPTIONIST: Hello, this Dr. Smith's office.

MINH: Hello. This is Tran Van Minh. I had an appointment with Dr. Smith this afternoon at 3 p.m. I am very sorry but I can't make it because I cannot get a ride to Dr. Smith's office.

RECEPTIONIST: Can you make it on Monday?

MINH: Yes, I could.

RECEPTIONIST: So I'll put you down for Monday.

Unit 3

Getting all the information for an appointment

Materials needed: Appointment cards incompletely fill out.

Directions: Give out appointment cards that have been filled out incompletely.

For example:

TUESDAY SEPTEMBER 8, 1981
5:00 p.m.

________________(NO PLACE LISTED)

or

./7

Dr. Smith Office
19 Argyle street
September 15, 1981

________________(No time)

Have the students read out the card to the class. Ask the students what was missing.

Then have the students break up into groups. Each group should make up some incomplete information for an appointment. The other groups should guess what has been left out.

QUIZ

The Concept of Time in America

1. You arrange with an American friend to meet at a coffee shop entrance at 12:00 noon. On the way to the coffee shop, you meet some friends and stop to talk with them. By the time you arrive at the coffee shop it is nearly 12:25, you explain what happened to your American friend, but he seems annoyed, why?

   a. He is thinking about his telephone bill.
   (c) b. He is hungry.
   c. You've kept him waiting for 25 minutes.

The American is probably annoyed because your delay was avoidable, Since you both agreed to meet at noon, that was the time he understood you would be there. Often when foreigners come to the United States, they remark that American sense of time is not as flexible as that of many other nationalities. Being punctual is important, and helps to make a good impression.

2. You are invited to a dinner party at an American's home, the invitation said to come at 8:00 p.m. you arrive at

   a. 7:30
   b. 8:00
   (B) c. 8:30
   d. 10:00

It is always appropriate to be on time. You should never be more than 15 minutes late for a dinner party. If you think you will be late, call your hosts and let them know.

Insert Page: 4.14

Cultural Comparison of Time and Time Management

3. A friend of yours works in the office of an American company. The other day she arrived at work late and explained to her supervisor that she had to take her relatives to the airport. The supervisor was angry because:

(D)

a. She didn't believe the story
b. She felt that family matters should not interfere with work.
c. She is not sympathetic to those working with her.
d. The supervisor felt that the worker should have requested permission in advance to be late.

An employee should make arrangements with her supervisor if she knows in advance that she will be late.

4. A Vietnamese refugee turned down a job becuase he was only offered a one year contract. He said he wanted a life time job.

(C)

a. He was right to refuse the job because it was not stable.
b. Americans only take life time jobs in one company.
c. He was wrong to refuse the job because he could get a lot of experience from any job.

Americans usually take their first job for the experience of working and building up new skills. Many jobs in America are based on one year contracts.

5. If you have a 3:00 appointment with a social worker but don't feel good that day you should:

(A)

a. Call in the morning to explain that you must cancel that appointment due to illness.
b. Wait until 3:00 then call.
c. Just ignore the appointment because your social worker sees a lot of people everyday and your appointment isn't important.

Insert Page: 4.15

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Cultural Comparison of Time and Time Management,Part I."

Purpose: Prepare student to manage time in America.

Materials Needed: Handouts of open-ended story "Petsamone's Day", lots of paper.

Procedure:

I. ACTIVITY 1

A. 1) T/Tr hand the open-ended story to each learner in class.

2) Tr reads the story in the learner's native language. Tr should be dramatic is his/her reading of the story.

3) T should ask the learners to retell the story by asking questions like:
   a) What happened first?
   b) What happened second?
   c) Then what happened?
   Make quite sure that everyone knows the story well.

B. 1) Divide learners into groups. Pass out paper to each learner. Ask them to divide the paper into three sections.

2) Ask them to draw a picture describing Petsamone's morning in the first section. Petsamone's afternoon in the second section and Petsamone's evening in the third section (15 min.).

3) T should talk with the learners while they are drawing. Encourage them to share their drawings with you.

C. 1) Now give each learner another piece of paer. Ask them to divide it into three sections.

2) Ask them to draw in the first section what they do in the morning on an average day, what they do in the afternoon in the second section,and what they do in the evening in the third section. The learners may write any words that help to explain the picture (15 min.).

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Cultural Comparison of Time and Time Management Part I

3) The teacher should talk with many learners as they are working. Encourage them to share their drawings with you.

4) T should selective choose two drawings from each class and explain them at the front of the class.

D. 1) T/Tr lead a discussion about the similarities and differences between the learner's daily schedule and Petsamone's daily schedule. Be sure to include many open-ended questions:

   a) How are the mornings different?

   b) Why is punctuality important in Petsamone's day?

   c) In what way will learner have to change their concept of time in order to an American daily schedule.

2) Accept all ideas.

II A. MAKING APPOINTMENTS

1. Ask students how they organize a meeting in their home country. Is punctuality important? How late will most people wait? What happens if you are sick? Do you set an exact place to meet? What are some occasions for appointments?

   Help learners come to the realization that time, place and person are central elements in their way of making appointments.

2. Explain to students that time, place, and person are also central to the process of making appointments in the U.S. The difference in the U.S. is that time and place and person are often very precisely set, and are also precisely abided by. Explain that "official" appointments with employer, doctor, dentist, government officials, businessmen, etc., are expected to be strictly kept. Social appointments with good friends are more flexible.

3. T explains that learner should use the telephone for making appointments (for example with the doctor, a friend or your sponsor). When making an appointment, learner should:

   a. Remember to clarify the four pieces of information in the coversation (T should make reference telepone role-play acted out in "Use of Telephone" lesson).

   b. Give advance notice to the person with whom learner is making an appointment.

B. BREAKING APPOINTMENTS

T should explain that when calling on the phone or going in person to cancel an appointment learner should remember the following details:

1. Learner should specify when the original appointment was.
2. Learner should specify the time/date/place for the new appointment.
3. Learner should always give adequate advance notice when he/she wants to cancel an appointment.

C. Finally, learner should remember that the lessons on use of telephone, long distance calls and time planning all show that planning your time for the future (on a daily schedule) is very,very important to adapting to the American pace of life and lifestyle.

PETSAMONE'S DAY

Petsamone and his wife Domduan get up early and prepare to go to work. Petsamone drinks some coffee and then walks to the street-corner. There he will wait for a ride to work. A man named Bob works at the same factory as Petsamone. Bob picks Petsamone up at the street corner.

"Did you have your breakfast?" asks Bob.

"No, I only had coffee this morning," answers Petsamone. "Today I was late. I had to hurry."

Together they ride to work in Bob's car. After 20 minutes, they arrive at the factory. Petsamone makes furniture at this factory. He likes working with his hands. The work is not hard for him. Petsamone works all morning. At noon he goes to lunch in the factory cafeteria. The food in the cafeteria is new and strange.

"How is that sandwich, Petsamone?" asks Bob.
"I'm learning to like it." Petsamone answers. "But it is not like any food I've had before."

After lunch, Petsamone returns to work. He usually works alone. He does not talk very much while he is working. Sometimes there is a radio playing in the factory.

"How do you like that music?" Box asks.
"It's fine. It makes the time go fast." answers Petsamone.

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Cultural Comparison of Time and Time Management Part I

Work is finished at 4 o'clock. Bob and Petsamone leave work together Bob drops Petsamone off at the corner, and Petsamone walks the rest of the way to his house. Petsamone's wife, Domduan, has already returned from her work.

"Let's have dinner early, says Domduan. "I'm tired tonight."
"I'm tired too" says Petsamone. "The English teacher will be here at 7 p.m.".

Petsamone and Domduan smile broadly when the English teacher come in. The English teacher does not know that Petsamone and Domduan are tired tonight. It is difficult, but they both feel their English is getting better. They study until 9 p.m., then the English teacher leaves.

"Do you want to watch TV for a while?" asks Domduan.
"Let's not tonight" says Petsamone. "Tomorrow we must to get up early and work again."

COMMUNICATION

Uses of the Telephone

Purpose: Acquaint the student with the basic uses of the telephone.

A. How to Handle and Dial Telephones

B. Strategies for Communication

  1. Recognizing dial tones/busy signals
  2. Understanding what to do when put on hold

C. Calling for Help and Assistance/Important Numbers

  1. Numbers to know
  2. Calling for help
    a. Emergencies
    b. Other assistance
  3. Using the telephone book (for English reading students only)

Insert Page: 5.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand.
This material was developed for use in the presentation of the information in Lesson 10 - "Uses of the Telephone."

*Save the Children Federation, Experiment in International Living, and World Education

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Coping with Emergencies--Lesson 1

Activity: Using the telephone

Objective: The learners can use intercom telephones for communication.

Preparation: You will need one set of intercom telephones.

Procedure:

1. Introduce the classroom game "Simon Says." You may want to play the game in English, if your learners are good in English. Let several people have a turn at playing "Simon".

2. Change the game. Introduce a problem. Move "Simon" outside the classroom. Where the other learners cannot hear him/her. (You may have to ask Simon to speak very softly, so that the other learners cannot hear him/her.)

3. Solve the problem. Ask a learner to talk to Simon on the intercom to fine out what the orders are. This learner can relate Simon's orders to the class.

4. Now switch and let another learner play Simon. Also, let a new learner talk to Simon on the intercom and relate Simon's orders to the class. Continue until all learners have had a chance to talk on the intercom.

5. Explain that nearly all homes and shops in the USA have telephones. Everyone who goes to the USA should know how to use them.

6. Divide the learners into groups. Ask each group to brainstorm a list of ways in which they might use a telephone when they go to the USA. When the lists are complete, ask the groups to report.

7. Select some telephone conversation topics from the brainstorm lists. Ask two learners to role play a telephone conversation using the topic you selected. One learner should stand outside

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the classroom so that the other learners cannot hear him/her.

8. Select another telephone conversation topic from the brainstorm list. Ask two learners to role play the conversation. Repeat as time allows.

Insert Page: 5.3

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium * in Thailand. This material was developed for use in the presentation of the information in Lesson 10 - " Uses of the Telephone."

*Save the Children Federation, Experiment in International Living, and World Education

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Coping with Emergencies--Lesson 2

Activity: Using the telephone

Objective: The learners can dial a telephone

Preparation: With several other teachers, brainstorm a list of telephone conversation topics. Specify the roles of the callers, and make-up some telephone numbers.

Procedure:

1. Present a list of names and telephone numbers. The list might look like this:

English teacher	281 9867
Sponsor	888 7261
Friend (name)	354 6171
Doctor	etc.
Hospital	
Friend (name)	
Girlfriend	
etc.	

2. Explain that almost everyone in America has a telephone number. We can talk to almost anyone if we know their telephone number. Americans often have a list like the one above near their telephone. The counselor should explain who each person on the list is. Ask the learners to repeat each telephone number. (Here is a chance for them to use some English.)

3. Tell the learners you are going to show them how the telephone dial works. Suppose you want to call the first person on the list. Hold the telephone so that all the learners can see the dial. Loudly and clearly say each number as you slowly dial it. Explain that the phone will ring at the other person's house. The person there will hear the ring. That is how he/she will know that you are calling. However, since this is a model telephone, we must imagine about the ring.

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Coping with Emergencies--Lesson 2

4. Ask one learner to dial the second number. Make sure the learner says each number as he/she dials it. Another learner can dial the third number. Continue until all the learners have had at least one chance to dial the telephone. Help pre-literate learners to find each number by counting the holes.

5. Now the two team-teachers should set up a role play. Announce the situation. Say you are going to call your girlfriend. (Or somebody.) One team teacher should take a telephone and stand outside the classroom. The other teacher should announce the telephone number. Loudly say each number as you slowly dial it. Make sure the learners can see the dial. Explain that the telephone will ring at the other person's house. The teacher outside the classrom can role play the ringing sound.

6. Role play the conversation. Use loud voices and have fun.

7. Divide the learners into groups. Ask them to prepare a telephone role-play. They should say who is calling who, what the telephone number will be, and what the conversation will be about. If the learners are good at English, they may want to write a short conversation in English. You can help them. Otherwise, they can write the conversation in their own language.

8. Ask each group to role play its telephone conversation. One player should stand outside the room. The other player should dial the number, saying each number as he/she dials it. Someone should make the ringing sound. Everyone can applaud if the role play are good.

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Use of the Telephone ."

OBJECTIVES OF THE LESSON:

1. Students can demonstrate how to use both a public and private telephone.
2. Students can demonstrate procedures for both local and long distance phone calls.

UNIT 1

Objective: Students can demonstrate handling and use of a telephone.

A. There are 2 types of telephone in the U.S. - public and private.
   1. Public phones are usually installed along the street, in hospitals, in supermarkets, etc.
   2. Private phones are usually found in the home, in offices, etc.

B. How to use a phone.
   1. Pick up the receiver - make sure it is right side up.
      a. You should hear a buzzing sound.
   2. If you're using a pay phone, put the proper amount of coins in the coin slot. (In some places, money is put in after you dial).
   3. Listen for a dial tone.
   4. Dial numbers to the right until your finger hits the finger stop.
   5. Take your finger off the dial and let it go back all the way before dialing the next digit. (Some phones are push button).
   6. A "Buzz-buzz" signal means the line is busy.

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7. Sometimes there will be a recording which will say the phone is "not in service at this time".
8. After the call, hang up the receiver.
9. Sometimes you will be put on "hold". You should not hang up until NO one comes back to answer the line.
10. Check for change in the coin return.

NOTE: If using a private phone for a local call, simply pick up the receiver, listen for the dial tone and dial the number.

TEACHING METHODOLOGIES:

UNIT 1: COMPARE/CONTRAST - USE OF TELEPHONE

* Materials needed: Visuals of public (pay) and private telephones.

Open the discussions of the use of telephones by asking the following questions:

1. How would you contact people in Vietnam; by going to their home or office, writing or phoning them?
2. Did you have a phone in your home? Was it common to make a phone call?
3. Could you enter any store or public place and make a phone call for free (as in Hong Kong)?

Then explain the different types of phones in the States, and where to find them. Make sure to tell the students they should not use a private (non coin operated) phone in a public place without permission.

* Materials needed: Two toy phones

After you explain the material in this unit, allow the students to practice making calls on the toy phones.

* Materials needed: a model of a coin operated phone.
American coins.

Choose a student to act as an operator for the exercise. Have some students get up to the middle of the class and make phone calls on the pay phone. The operator should come on the line and tell them to deposit coins for the call. You can also introduce the concept of overtime, the extra charges for speaking more than 3 minutes.

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UNIT 2

Objective: Students can demonstrate how to make long distance calls.

A. There are three kinds of long distance calls - person to person, station to station and collect.

1. Station to station - when one calls directly and is willing to speak to anyone.

   You dial: 1 - 202 - 425 - 8193
   (For long distance) (Area Code) (Number)

2. Person to person - when you wish to speak directly to someone.

   You dial: 0 - 202 - 567 - 8729
   (Operator assistance) (Area Code) (Number)

   The Operator will answer after you dial and you must give the name of the person you wish to speak to. If he/she is not home, the operator will tell you and there will be no charge. This is a more expensive way to call.

3. Collect - When you reverse the charges and the person receiving the call pays.

   You dial: 0 - 202 - 529 - 8614
   (Operator assistance) (Area Code) (Number)

   When the operator comes on the line, tell him/her you want to make a collect call to (Name) . The operator will then ask the person if they will accept the charges and if they do, you can then begin to talk.

4. Cost of long distance calls - all long distance calls cost money. They are not free. You will receive a bill in the mail every month. Long distance calls are expensive. They should be used rarely.

TEACHING METHODOLOGIES:

UNIT 2: MAKING LONG DISTANCE CALLS

* Materials needed: color coded strips for telephone numbers, area codes and operator.

Insert Page: 5.8

Use of the Telephone

Before class make some color coded strips with local numbers in one color, area codes in another and operator assistance.

For example:

0	(in red)
312	(in blue)
527-0019	(in green)

Have the students put together the strips in the proper order and dial the telephone number.

* Materials needed: Students' friends or sponsor's phone number.
Area code map.

Ask the students to bring in their friends' or sponsor's phone number in the States. Ask the class to locate what state that person lives in based on the area code.

* Materials needed: The area code and time zone handout.
Two toy telephones.

Refer the students to the area code and time zone handout. Ask them what the area codes for UTAH and MAINE are. Also ask what the time difference would be.

Then choose two students to get up to the front of the class and, using the toy phones, call each other. (one lives in UTAH and the other lives in MAINE.)

Repeat this exercise, making sure to use states with only one area code.

* ROLE PLAY: Long distance phone calls cost money!

Two students are in an apartment together. One is opening the mail.

1st student:	Look here is the phone bill.
2nd student:	How much is it?
1st student:	$7.00 for the monthly service charge and $50. for long distance calls!
2nd student:	$50.00! oh no! You mean I called my grilfriend in New York that many times?

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1st student:	You called New York eight times and it was during the most expensive time as well.
2nd student:	I'll have to give up buying cigarettes for a month to pay the phone bill! Better yet I'd rather give up the girlfriend than give up smoking.

UNIT 3

Objective: The students can demonstrate calling for help and assistance.

A. Important numbers to know.

1. Hospital emergency room (Ambulance).
2. Fire department.
3. Police.
4. CAL Hotline for interpreting services
    a. 800-424-3701

B. Calling for help.

1. Using the telephone, you should dial the emergency phone in your local phone book; or you can dial "0" for the operator and request assistance.
    a. When someone answers, you should say: "Please send an ambulance to ..." or "Please send a policeman to ..." and then give your address.
2. It is best to copy down the emergency phone numbers in your area or a piece of paper and keep a copy with you and one by the phone.
3. Other assistance.
    a. Always keep with you phone numbers of your sponsor as well as any friends or relatives who might help you.
    b. Again, for special interpreting/translation needs, always keep the CAL Hotline number with you.

TEACHING METHODOLOGY:

Materials needed: Visuals for a fire, ambulance and police. Phone in listening center and someone to answer the phone in the office.

First practice the requests for assistance. Go around the room until each student can say them fairly well.

Then bring the students to the listening center. Have them dial the phone and, depending on the visuals you show, ask for a police, ambulance or fire truck to be sent to Argyle 4. Try to let as

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many students as time allows to speak on the phone. Make sure they are speaking into the mouth piece and they are actually talking to someone, and not a dial tone!

COMMUNICATION

Long Distance Calls

Purpose: Acquaint the student with long distance calling.

A. Using Area Codes

B. Using the Area Code and Time Zone Map

C. Long Distance Rates

1. Understanding time-distance-cost relationships
2. Using the telephone economically (party lines, choosing a telephone, etc.)

D. Toll Free Numbers

1. CAL hotline (800) 424-3701
2. Other "800" numbers

Insert Page: 6.1

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand.
This material was developed for use in the presentation of the information in Lesson 11 - " Long Distance Calls."

*Save the Children Federation, Experiment in International Living, and World Education

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Long Distance Dialing Rates

Objective: a) Learners can read a chart of long distance dialing rates.
b) Using this chart, learners can compute the cost of a long distance phone call between two U.S. metropolitan cities.

Preparation: You will need to telephones, charts of long distance dailing rates, a map of the U.S., a clock or watch, signs with the names of several metropolitan cities printed on them.

Procedure:

1. Present the open-ended story about Mr. Phantoon and his telephone bill.

2. a) Ask learners if they ever needed to communicate with a friend or associate who lived a long distance away. If they did, ask them how they communicated.
b) Did any learner ever use a telephoen to speak over a long distance? If so, have that learner explain to the class where he phoned, how much it cost, and the procedure for a long distance call. Allow other learners to contribute information.

3. Explain that in the U.S., many people communicate over long distances by using the telephone. Explain that in the U.S., it is possible to call over a long distance from your own phone in your own home. But, it costs more than local telephone calls.

4. Explain that today we will learn how to compute the cost of a long distance telephone call in the U.S. Post the long distance dialing rate chart in front of the class.
After students have had time to examine the chart, ask them to repeat after you the names of the cities. If you have a map of the U.S., ask students to come up to point out to the rest of the class where the various cities are located.

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Explain how to use the chart. Remember to tell learners that the prices in the boxes are the costs for one minute only.

5. To check learners' understanding of you explanation, ask them how much it costs to make a long distance phone call from Seattle to San Francisco for one minute; from New York to Boston for one minute; from ____________ to ____________ for one minute. If students are having trouble,suggest that they work in agroups of three. After every learner has demonstrated once or twice that he/she can read the chart, ask a more complex question. What is the cost of a long distance phone call between Chicago and Boston for TWO minutes. As learners demonstrate more ability and ease in answering your questions, add complexity to the questions. Continue the exercise long enough that students have much practice in computing long distance dialing rates.

6. Role play. Place the names of the metropolitan cities on the desk. Ask two learners to come to the desk and to select one city name each. Appoint another member of the class to be time-keeper another to be the operator who computes the cost. One of the learners with a city name should call the other. They should pretend that they have recently arrived in the U.S., and should talk about their trip, about their sponsors, about what they hope to do in the U.S. After their conversation, the time-keeper should tell the operator how long they spoke. And the operator should compute the cost of the call, and tell the person who made the call.
Repeat this process in groups of four until everyone in the class has had a chance to participate.

7. (optional for more advanced classes).
On separate cards or sheets of paper, write down the following words:

    Collect call
    Station to station call
    Person to person call
    Direct dial call
    Calling on the weekend
    Calling at night
    Calling during the day on a weekday
    Calling a number that begins with 800
    Local calls

Ask the students what each of these signs means. Let them tell you, not you tell them.
Give these cards or papers to various individuals in the class. On one desk, place a sign that says "Expensive Calls." On another desk, place a another sign that says "Discount Calls." Each student should place his card on one of the two desks. After all the cards have been placed, other students, one at a time, may change the place of any card, if they think it

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is in the wrong pile. Encourage learners to discuss their differences of opinion. Teacher should not give the answers.

Long Distance Phone Calls--Open-ended story

Mr. Phantoon is a refugee who recently arrived in the U.S. from Phanat Nikhom Camp. He was happy to finally arrive in his new home in Portland, Oregon. He was also excited, because now he could make a telephone call to his brother, who lived in Minneapolis, Minnesota, and another call to his cousin, who lived in Boston, Massachusetts.

Mr. Phantoon's sponsor explained to him how to make long-distance telephone calls from his own home. Mr. Phantoon phoned his brother that evening, and told his brother all about the family, about the camp, and about the trip to America. Mr. Phantoon spoke for one hour to his brother. He was very happy. Mr. Phantoon thought that telephones were very good inventions.

After he said goodbye to his brother, Mr. Phantoon phoned his cousin in Boston. His cousin was happy because he had just found a job as a taxi driver in Boston. Mr. Phantoon told his cousin all the family news. They spoke for 45 minutes.

Mr. Phantoon telephoned his brother and cousin several times during his first month in Portland. At the end of the month, he found a letter from the telephone company in the mail. He opened it. It said:

Dear Mr. Phantoon:

Your telephone bill for this month is $150.00 please pay this amount within ten days. Thank you.

Mr. Phantoon was surprised, and he was afraid.
STOP.
Ask the class some questions to see if they understood the story.
For example,

Where did Mr. Phantoon live?
Where did his counsin and his brother live?
Ask the students to locate these place on a map.
Why did Mr. Phantoon think that the phone in his home was a good thing.
How much was his phone bill?

Then ask questions to see if the learners understood the Problem.
Why was Mr. Phantoon surprised?
Why was he afraid?
Why did the phone company ask Mr. Phantoon to pays so much money?

Then ask questions to see if the learners can think of solution to the problem.
What do you think Mr. Phantoon did about the phone bill?
What would you do if you were Mr. Phantoon?
How could Mr. Phantoon have avoided his problem?

Long Distance Dialing Rates

Dialing Rates Chart

	SEATTLE	PORTLAND	SAN FRAN-CISCO	LOS ANGELES	DENVER	MINNEAPOLIS	CHICAGO	BOSTON	NEW YORK	BALTIMORE	ATLANTA
SEATTLE	L	.25	.35	.45	.45	.60	.65	.85	.75	.85	.85
PORTLAND	.25	L	.30	.40	.40	.60	.65	.85	.75	.85	.85
SAN FRANCISCO	.35	.30	L	.20	.30	.40	.50	.90	.85	.80	.80
LOS ANGELES	.45	.40	.20	L	.35	.45	.55	.95	.90	.80	.85
DENVER	.45	.40	.30	.35	L	.40	.45	.60	.55	.50	.50
MINNEAPOLIS	.60	.60	.40	.45	.40	L	.20	.50	.45	.55	.50
CHICAGO	.65	.65	.50	.55	.45	.20	L	.45	.40	.50	.45
BOSTON	.85	.85	.90	.95	.60	.50	.45	L	.20	.40	.30
NEW YORK	.75	.75	.85	.90	.55	.45	.40	.20	L	.25	.35
BALTIMORE	.85	.85	.80	.80	.50	.55	.50	.40	.25	L	.20
ATLANTA	.85	.85	.80	.85	.50	.50	.45	.30	.35	.20	L

KEY: "L" means "local call"

The prices on this chart show how much it costs to talk for one minute.

This chart is an example, it does not represent actual up-to-date telephone rates.

Insert Page: 6.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Long Distance Calls."

Purpose: Acquaint students with long distance calling.

Materials Needed:

1. American time zone picture hand out.
2. 5 telephones per class.

I. A. INTRODUCTION: T explains that the lesson in class yesterday was about local telephone calls (i.e. telephoning within the same city or town). Today we are going to talk about long-distance calls (i.e. calls which you make outside your city or to another State in the U.S.).

B. T/Tr hand-out time zone maps of the U.S. to each learner in class.

C. T briefly explains the map of the U.S. and all the different States that are on the map. (A cross-cultural comparison of the size of the U.S. and the size of the learner's original country will be helpful.)

D. T explains the concept of "area codes" for long-distance calling by:

1) Pointing out various area codes of different states in the "mountain time" zone of the map (for example Utah 801, Arizona 602 etc.).

2) Pointing out the some States have more than one area code (T illustrates this by using California and Pennsylvania as examples).

3) Demonstrating the ten numbers needed in a direct long-distance call 1-602-833-8049.

4) Explaining that when learner dials these four added numbers, there is a direct long-distance telephone connection and therefore there is no need to go through the operator (0). However if learner has problems dialing or doesn't

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know the area code of any particular area in the U.S., he/she can always call the operator (0) first for assistance.

E. T then points out the different time zones on the map.

1) T should use the time clocks at the top of the picture.

2) T should identify the marked dotted and shaded areas on the maps.

3) T should verbally test the learner's understanding of the time zones by asking questions like:

a) When it is 12 o'clock in New York, what time is it in California?

b) When it is 9 a.m. in Washington State what time is it in Oklahoma?

c) When it is 2 p.m. in Pennsilvania what time is it in Colorado?

II. ACTIVITY 1.

At this point T hands out the telephones to each group and ask them to practice long-distance dialing using the area codes. T asks them to follow these directions:

1. Identify the State from which you are calling.

2. Ideitify the State you are going to call.

3. Ideitify the area code in the State that you are going to call.

4. Find-out what time is it in the State that you are going to call.

5. Dial all nine numbers and speak them aloud as you dial them (Preliterate: T can write up a list of long-distance numbers on the board and ask learners to count the holes. T should use his/her judgement as to how much time to allot for this activity.)

III ACTIVITY 2.

1. T/Tr hand out open-ended story on long-distance calling (ref. page 6.3) and explain that this story is related to what class has been learning about long-distance calls.

2. T ask class to read the story and then asks orally the questions below the story.

3. T should give a small talk at this time on how expensive long distance calls are and then suggest the following methods to serve money when calling long-distance:

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Long Distance Calls.

a) Long-distance calls all over the country are the most expensive if made during office hours 8-5 p.m.

b) Long-distance calls made between 5 p.m. and 11 p.m. are cheaper. (Remember the difference in time when calling at night!)

c) Long-distance calls made during the weekend (Friday from 11 p.m. to Sunday until 5 p.m.) are the cheapest.

d) Remember you can always call Operator (0) and ask him/her how much any long-distance calls would cost per minute before you make it.

e) Therefore remember that you should only call long-distance when you are sure that you can afford to pay the phone bill at the end of the month.

IV. Toll-free long-distance calls and important numbers to remember.

1. Toll-free numbers are long-distance calls that are free of charge.

2. Remember that if you are using a pay phone to make a toll-free call, you must still put in the right amount of charge to get a dial tone. When your call is finished your money will be returned to you. (T should demonstrate this on the picture hand-out already distibuted.)

3. The area-code of a toll-free number is always "800". T should demonstrate how to dial a 10 numbers toll-free long-distance call (e.g. 1-800-481-9037).

4. Important toll-free numbers for learner to write down for reference in the U.S. are:

   a. CAL hot line 1-800-424-3701 / 1-800-424-3750 These are 2 special telephone numbers for refugee to call free of charge in case there is an emergency and the refugee needs interpreter/translation service. However it is only usable during office hours 8 a.m. - 5 p.m. Monday to Friday.

   b. Refugee Legal Assistance 1-800-334-0074. The refugee can call this number free for legal advice for refugees and sponsors.

   c. (Preliterates)T should make sure that learners have a chance to practice dialing these important numbers on the telephones hands out in class.

COMMUNICATIONS

Directions and Map Reading

Purpose: Introduce maps and map reading.

A. What a Map Is and Where to Get One

1. Scaled representation of an area
2. Identifies landmarks
3. Assists in getting from one place to another
4. Sources of maps (such as gas stations, bookstores, Chamber of Commerce offices)

B. Types of Maps and How to Use Them

1. Bus and subway maps
   a. Locate where you are on the map
   b. Identify place to connect with the bus or subway
   c. Determine stop closest to destination
   d. Solicit directions for clarification
2. City maps
   a. Orient the map to where you are
   b. Locate final destination
   c. Identify landmarks along the way
   d. Solicit directions for clarification

Insert Page: 7.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Directions and Map Reading."

Objectives of the lesson:

1. Students can demonstrate what a map is and where to get one.
2. Students can identify types of maps and how to use them.

UNIT 1

Objective: Students can identify what a map is and where to get one.

A. A map is a scaled representation of a particular area.
   1. It helps to identify landmarks, such as a hospital, grocery store or police station.
   2. It assists people in getting from one place to another.
      --If a person is unfamiliar with an area, they can find the correct way to get to a final destination by using a map.

   NOTE: Make sure that the students understand that a map is a miniature replica of a particular area, designed by the streets and landmarks of that area.

B. There are many sources for maps in the various communities of America.
   1. Gas stations--most gas stations have maps available - both city and road maps.
      --In some places, these maps are free; in others, there is a charge.
   2. Book stores--many bookstores will carry a variety of maps.
      --Some examples are country, city, and road maps.
   3. Through the sponsor--it is important to check with the sponsor first to see if any maps are available.

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Directions and Map Reading

UNIT 2

Objective: Students can demonstrate how to use a city map.

A. Steps in using a map.

1. Orient the map to where you are.
2. Locate the final destination.
3. Identify landmarks to help you along the way.
4. If necessary, solicit directions for clarification.

TEACHING METHODOLOGY

Materials needed: Student workbook (pages 12-14 see attached).

Signs of the various landmarks on the city map, Street signs.

I. Arrange the tables in the classroom in the same format as the maze grid. Have the students open their workbooks to the maze grid on page 12. Using this grid as an illustration, explain to the students the four major compass directions: North, South, East and West. Then have students physically demonstrate in the classroom which way is North, South, East and West.

II. Put all the street and landmark signs on the tables and walls. Have the students turn to the City map in the workbook (page 13). To check for understanding of the four directions, ask the students at random the following questions:

1. Which direction does 2nd Avenue go?
2. How about Lexington Avenue?
3. Which direction does Park Avenue go?

III. Break the students into groups. Give each group a task which involves giving directions from one point to another.

A. Ask group 1 to develop directions from the bus station to the supermarket.

B. Ask group 2 to develop directions from the supermarket to the hospital.

C. Ask group 3 to develop directions from the department store to the church.

D. Ask group 4 to develop directions from the bank to the hospital.

Then have the groups ask each other the directions they've developed. Afterwards, the teacher might pick students at random and have them give directions from one place to another.

NOTE: Make sure the students use the compass directions, landmarks and street marks when giving directions.

UNIT 3

Objective: Students can demonstrate how to use a road map.

TEACHING METHODOLOGY

Situation: You have a vacation and are planning a trip to visit friends in another area of the U.S. Please develop directions to go to the following places using the major highways on your map.

1. From Ohio to Arizona.

   Example: - Take Highway #80 West to Wyoming.
   - Then go south on Highway #26 to New Mexico.
   - Then go West on Highway #40 to Arizona.
2. From Washington to Texas.
3. From New York to California. (2,800 miles)
4. From New York to Florida. (Highway #95)

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Directions and Map Reading

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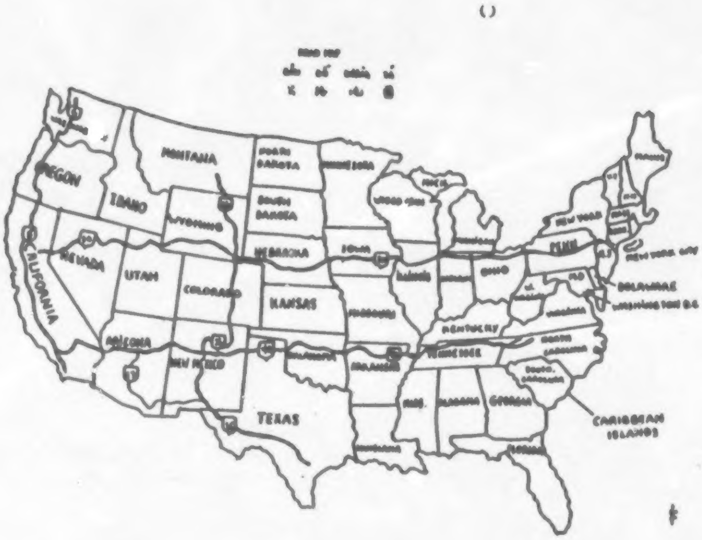
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CARIBBEAN ISLANDS

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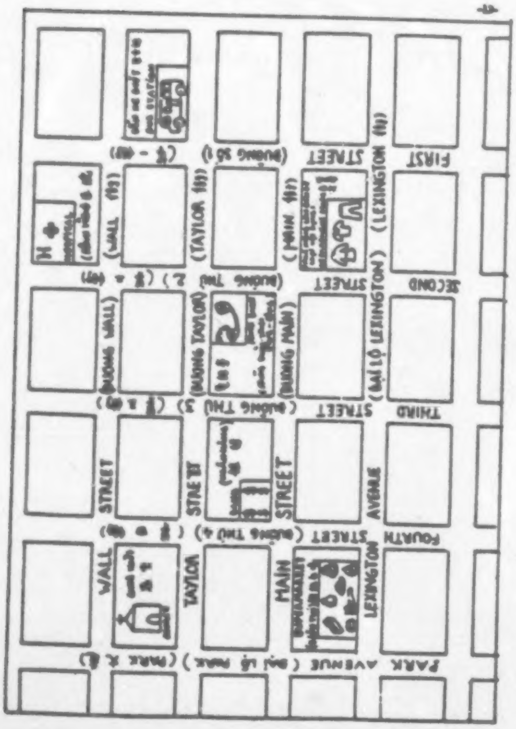
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WALL STREET
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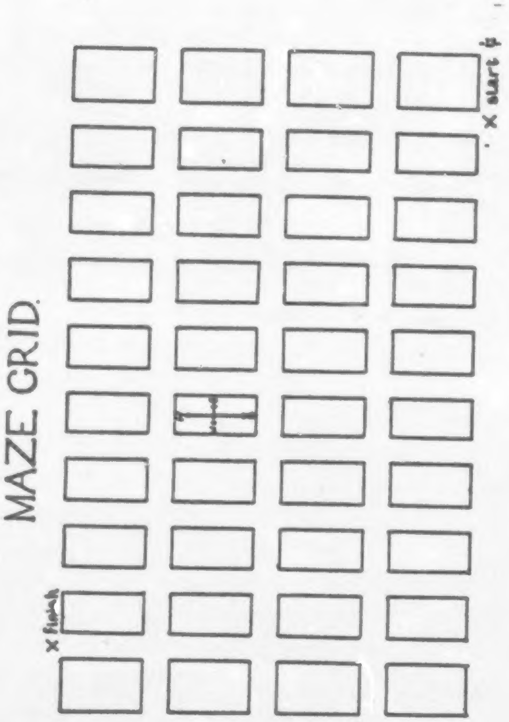
MAIN STREET
LEXINGTON AVENUE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HOUSING

Finding a Place to Live

Purpose: Encourage realistic considerations toward renting.

A. Understanding Economic Realities of Renting

B. Identifying Needs and Expectations for Housing

  1. How many people to a house
  2. How many rooms needed
  3. Furnished or unfurnished

C. Recognizing Considerations in Seeking a Place to Live

  1. Accessability to services
  2. Ability to pay
     a. Utilities
     b. Rent
     c. Deposits
  3. Terms of the lease

Insert Page: 8.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 6 - " Comparing Housing ."

*Save the Children Federation, Experiment in International Living, and World Education

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HOUSING

Activity: Where People Live-A Comparison

Objective: For the learners to compare and contrast the housing arrangements of where he/she use to live with general housing arrangements in America.

Preparation: A set of colored rods per class for building a house, felt pens and newsprint *if* you want the learners to draw; a model of an American house; model of an Asian house. Teacher should decide to use rods or to use newsprint and felt pens.

Procedure:

1. Ask the learners to imagine having to explain the kind of house (or apartment) they use to live in to a group of Americans who had never seen any such thing.
2. Divide the learners into small groups of 6-8 people per group. Ask each group (with the rods) to build or (with newsprint and pens) to draw the house they use to live in. In building (or drawing) the house, the learners should consider
    a. how many people live there
    b. where food is prepared
    c. where the bathroom/bath is located
    d. the rooms of the house and their uses
    e. where food is prepared and where it is eaten

   (allow 30-40 minutes)
3. At this point you can do one of two things:
    i) Ask a spokesperson from each group to explain the house model (or drawing). The spokesperson should assume that he/she is speaking to a group of Americans who know nothing about Asian housing. The spokesperson should refer to all of the questions (a-e) under step number 2. (allow 15 minutes)

./2

OR YOU MAY

ii) Ask all of the groups out of the class except one. The rest of the class visits this group once again inside the classroom - where the "owners" (the small group) can explain the house and rooms to the rest of the class. Then let another group stay inside and invite the rest of the class to visit their home.

4. Try to keep the models (or drawings) in a place in the class where everyone may see them.

5. Now the teacher should present a model of an American-style house. The teacher should explain that this model is only one of many types of housing: there are many other different looking types of housing in America (ie. apartments, duplexes= two houses together with a common wall down the middle, small cottages, houses, etc.). Most of the learners will be living in cities where they might live in a tall apartment buildings.

   With the model house explain why the back is open. Explain all the functions of the rooms answering the questions are under step number 2. (allow 10 minutes)

6. Either make a list or discuss similarities and differences between Asian housing and American housing. BE SURE THAT ALL OF YOUR LEARNERS SAY AT LEAST ONE THING. Compare such things as 1. number of people, 2. use of the rooms, 3. size, etc. compare lists.

Insert Page: 8.3

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Comparing Housing ."

OBJECTIVES OF THE LESSON:

1. Students can compare/contrast their former housing with American housing.

UNIT 1

Objective: Students can describe different types of housing available in America.

A. There are four types of housing in the U.S.
  1. Houses-usually a single building with some land around it.
    a. It is usually occupied by a single family.
    b. They usually have a separate living room, dining room, kitchen and bathroom.
    c. They have between one to 5 bedrooms.
    d. Some homes have basements.
    e. Depending on the size of a house, it can accomodate one to eight people (sometimes more).
      1. In the case of a married couple, they would use one bedroom.
      2. Children sometimes use separate bedrooms, although 2 young children of about the same age will sometimes share a bedroom.
      3. Parents rarely sleep in the same room as the children.
  2. Apartments - includes apartments, flats, duplexes and townhouses.
    a. One apartment building can contain as few as 2 housing units and as many as 150.

   b. They usually have a separate kitchen and bathroom along with between one to three bedrooms.

   c. Separate living rooms and dining rooms are common but not always the case.

      1. Smaller apartments often combine a living room and dining room.

   d. Usually only one family lives in one apartment.

      1. If you rent a one bedroom apartment, it would usually be for yourself, or if married you and your wife, or you and one other person.

      2. It would not be for a family of four.

3. Rooms - there are single room units available in the USA.

   a. They usually have no kitchen or bathroom facilities of their own.

   b. Bathrooms are usually communal - shared by others in the rooming house.

   c. These are only rented to one or two people - they are not for families.

4. Trailers - are mobile single housing units.

   a. They can be moved from one place to another by a truck.

   b. They are parked in a "TRAILER PARK" where they can be connected to water and electrical facilities.

   c. They are considered single family housing units - usually containing from 1 - 3 bedrooms.

   d. They have separate kitchens and bathrooms.

   e. The living room is separate, but the dining room is either connected to the living room or kitchen.

TEACHING METHODOLOGIES

UNIT 1. Materials needed: Blank paper
Visuals of housing in the U.S.

1. Have the students draw a picture of their former housing in Vietnam. If the student can write, also ask them to list the different rooms in their home and for what they were used.

   Ask the questions below to elicit further information on their former housing.

1. Did they live with their parents/grand parents?
2. What was the ratio of people to bedrooms in a home?
3. Did they own or rent their homes?
4. Did they have to sign a lease?
5. Did they have central heating/hot water heaters?

2. After the above exercise, ask the students to draw a picture of the place they think they will probably live in when they get to the States. From these pictures you can get an idea how to present the material on U.S. housing. For example, if most students draw pictures of private homes with a lot of land, then you will have to stress that type of housing is not found in cities, and usually more expensive than other types of housing.

   Show the visuals of the different types of housing available in the States. Ask the students which they think would be affordable upon their arrival in the States. Stress that we usually rent an apartment when we first move out of our parents' home or get married, and gradually move into a better apartment or save up enough to buy a home.

UNIT 2.

Objective: Students can describe the uses of rooms in American housing.

A. Living Rooms.

   1. This room is most commonly used for relaxing and entertaining guests.
      a. It is not used for sleeping except in rare instances when a relative might be visiting for a few days.
   2. It usually contains a couch, a couple of chairs and luxuries such as a television and stereo.

B. Bedrooms.

   1. A bedroom is used mainly for sleeping.
      a. It usually contains a bed, a dresser for clothes and cabinets.
   2. If an apartment has an extra bedroom, it is used for overnight visits by guests or for studying.

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C. Bathrooms.

1. Bathrooms serve three functions - for washing, bathing and disposing of bodily wastes.
2. Most are supplied with a bathtub/shower.
    a. These are used for bathing.
    b. Most contain a curtain in order to keep water from getting onto the floor.
    c. There are no drains on the floors as in Vietnam, so it is important to use the curtain.
        1. If one is not used, the water can leak to the room below or rot the wooden floor causing it to collapse.
    d. All bathtubs/showers have hot and cold water faucets.
        1. It is always best to adjust the water temperature before getting in to avoid being burned or scalded.
3. All bathrooms have an American toilet which is designed to be used in a seated position.
    a. Men stand when urinating - they lift the toilet seat to the upright position first.
    b. The toilet could be damaged if squatted or stood upon. They are not designed for this type of use.
    c. Only human waste and toilet paper should be thrown in the toilet.
        1. Any thing else thrown in could clog the pipes.
        2. Other waste should be put in a waste basket.

D. Kitchens.

1. This room is used for cooking.
    a. It usually contains a stove, refrigerator, sink, and cabinets for storage.
2. Stove is used for warming, cooking or baking foods.
    a. See lesson plan on "Household Safety and Safe Use of Appliances" on operation of a stove.
3. Refrigerator is used to keep foods fresh and to prevent spoiling.

   a. Some items which are stored are meats (usually in the freezer), dairy products, vegetables, fruits and beverages.
   b. Leftovers from previous meals can also be put in a refrigerator to prevent spoiling.
4. Sink - used for washing the dishes.
   a. Sinks usually have both hot and cold water.
   b. Do not let food scraps, peelings from fruits or vegetables, rice, grease, etc. go down the drain.
      1. These items can quickly plug the drain.
   c. Some sinks have built in garbage disposals.
      1. DO NOT put your hand in it while in operation.
      2. While in operation, water must be running to wash down the chopped up food.
5. Storage areas - these are used to store items which do not need refrigeration.
   a. Examples are canned goods, rice, boxed items, fish sauce etc.

E. Dining room.
1. This room is used for eating and is usually close to the kitchen.
2. It contains a table and chairs.
3. In housing which does not have a dining room, the table and chairs are either found in the kitchen or living room.

TEACHING METHODOLOGIES

UNIT 2. Materials needed: Visuals of rooms in an American home,
1). Different size homes and apartments (one bedroom, two bedrooms, etc.)
2). Visuals of different activities that one would do in a home (cooking, watching T.V., bathing, etc.) and differentsized families (two people, couple and two children, couple and four children, etc.)

Handout the visuals so there is one visual per student. Give the students a few minutes to mill around and find a visual that would match. After the students pair up have them stand up in front of the class and ask the class if they go together. Some examples of what is meant follow:

1. A student with a kitchen visual matches with a student holding some one washing dishes. (YES)
2. One student has a visual of family of six (one couple with four children) matches with a student holding a one bedroom apartment. (NO)
3. Cooking food in the living room. (NO)

If the class feels that the match is not correct then the incorrect students can get a chance to change visuals at the end of the exercise until the class feel their choice is suitable.

*Materials needed: Visuals of different rooms in a house/apartment.

Show visuals of different rooms of a house/apartment. Ask the students to identify the room. Then have them tell you the activities that would go on in that room.

Finally, ask some students to find visuals of the room where they would sleep, cook, eat, take a bath, etc. from a pile of pictures you have assembled.

HOUSING

Comparing Housing

Purpose: Compare former housing with American housing.

A. Extended/Nuclear Family

1. Extended family: more people per dwelling
2. Nuclear family : fewer people per dwelling

B. Description of Former Housing

1. Types of dwellings
2. Number of people per dwelling
3. Uses of rooms

C. General Description of American Housing

1. Types of dwellings
2. Number of people per dwelling
3. Uses of rooms

Insert Page: 9.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 7 - "Household Safety and Use of Appliances."

*Save the Children Federation, Experiment in International Living, and World Education

HOUSEHOLD SAFETY AND USE OF APPLIANCES

A. Use of gas appliances

1. Where household gas comes from, what it costs
2. Uses of gas in the home
    a. Gas stoves and how they work
    b. The hot-water heater, what it looks like, what it does, why we use hot water
    c. Gas heat in the house, advantages over other methods, importance of heating as a necessity in winter
    d. Gas clothes dryer, what it is, where you find it
3. What to light, when to light, what a pilot light is, what to do when the pilot light goes out
4. Self-lighting stoves, kitchen matches, safety precautions, who should take them, why Americans are so cautious about such things, practical and cultural reasons

B. Use of electrical appliances

1. Where electricity comes from, what it costs, why it is found everywhere in America; Americans use more per person than any nation on earth
2. Uses of electricity in the house
    a. Electric stoves, how they work, heat without fire, why children get burned, how to adjust the heat
    b. Household lighting, lamps and light bulbs, cords, plugs and outlets--how they are different in America
    c. Electric heat, why it is expensive, how to adjust the temperature, recommended temperatures, day and night
    d. Other appliances you might see

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HOUSEHOLD SAFETY AND USE OF APPLIANCES

3. Safe use of electricity
    a. How shocks and fires happen, how to prevent them, avoiding exposed wires, immersion or contact with water, shocks and bare feet
    b. What to teach your children about electricity, what kids should not touch

4. Tools or gadgets--necessities or frills
    a. Why Americans have so many appliances
    b. American concept of time-saving and convenience
    c. Effects of advertising; new - better; sales techniques
    d. Keeping up with the Joneses, how this effects you

C. Use of hot water

1. How hot water improves standard of living
    a. Baths and showers in the winter
    b. Washing dishes and clothes in hot water

2. How to get the right temperature, safe use of the hot-water faucet, what to teach the kids

D. Economical use of energy

1. Why Americans have become interested in the waste of energy, how they are trying to lessen it

2. What you can do to keep your electric bill down, how to compare month to month

3. How to keep the cold out, cheaper ways to heat the house

4. Gas eaters--expensive and economical transportation, why it is better to wait awhile before buying a car

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 7 - " Household Safety and Use of Appliances."

*Save the Children Federation, Experiment in International Living, and World Education

Purpose: Introduce household safety and use of appliances

OBJECTIVE: Given an oral or written multiple choice test on the content in the outline, learners can answer correctly 70% of all questions

Preparation: Study the content in the outline. Find information about points you are unsure about.
In your training group, decide upon an effective way to present the content. Prepare visual aids or hands-on items as appropriate. Discuss ways to achieve active participation.

Suggested Activities: (Select or adapt according to needs of your class)

1. Ask learners to focus on one room of a model house and review safety and use of appliances as appropriate to that area.
2. For village or rural learners, take samples of switches, plugs, sockets, and cords. Provide practice using these items.
3. In addition to the content presented in the outline, take a field trip to a model house. (There are many in the Los Angeles area)
4. Review parts of the housing slide show that emphasize the content of this lesson
5. Study World Education's "Furniture Arrangement" and "Household Electrical Items" lessons. Adapt activities as appropriate to the content of this lesson.

./2

Discussion Topics:

1. What kind of appliances are you most familiar with? What kinds will you need to learn more about?

2. You will probably be using a lot more appliances in America than you did before. Why do you think this is so? How will this make your life easier? What problems do you foresee?

3. What kind of gas and electrical items will be most important to you? If you have only a little money, which will be most necessary? Discuss the relative importance of: refrigerator, TV, vacuum cleaner, toaster, stove, heater, hot-water heater, inside and outside lighting, electric hair dryer, stereo, others...

4. If your friend Dong gets an electric dish-washer, will you want one too? What about a stereo or camera? What does it mean to keep up with the Joneses?

5. What can you do to help your children learn safe use of appliances?

Evaluation:

1. Present closed-ended comprehension questions and record the percentage of correct answers

2. Ask learners to demonstrate proper use of appliances, using scale models or hands-on objects. Observe and record the results

3. Role play situations, ask students to distinguish between those safe or unsafe, proper or improper, wasteful or economical. Record the percentage of correct answers

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Household Safety and Safe Use of Appliances."

HOUSEHOLD SAFETY AND SAFE USE OF APPLIANCES

Objectives of the Lesson:

1. Students can demonstrate appropriate use of appliances in the home.

2. Students can identify potential hazards in an American home.

UNIT 1

Objective: Students can demonstrate appropriate use of gas appliances.

A. Using gas stoves.

   1. Check to make sure the pilot light is lit.

   2. If the pilot light ~~is~~ not lit, you can use matches to light the stove.
      a. One must be careful when using matches to light a stove.
      b. It may cause a fire or explosion.
      c. If there is a gas odor, check to make sure all the knobs are turned off.

   3. Interiors of ovens should be cleaned periodically to avoid grease fires.

B. Use of Gas Heaters and Furnaces.

   1. Most gas heaters and furnaces are installed by professionals.

   2. If your heater or furnace is not working, check to make sure the pilot light is lit.
      a. Remember, if you need to light the pilot with matches, be careful that there are no gas leaks.

   3. If the heater or furnace still does not work or the pilot light won't stay lit, call a professional to check the unit.

./2

TEACHING METHODOLOGIES:

Unit 1 - A. Materials needed: Matches
Pots and Pans
Pot holder

1. Demonstrate to the students where to find the pilot light on a gas stove, and what to do if it is not lit.

2. Show the students how to adjust the knobs on the stove for different temperatures.

3. Show how to clean the oven and range to avoid grease fires.

4. Explain that you must use only oven proof dishes and pans.

5. Explain to the students what they should do if they smell a gas odor. (Check and make sure the knobs on the stove are on "OFF" and then call the gas company).

6. Never leave the kitchen with the stove or oven on, nor should you allow your children to play near the range or oven.

7. Make sure to show the proper use of pot holder, and explain why a pot holder is better than a towel or rag. (Could cause a fire or burn you)

Unit 1 - B. Materials needed: Large pictures of furnaces and a filter.

Explain that in America most people have central heating in the winter. If you live in a private home you will have a furnace that you must turn on every fall as it gets cold.

Show the visual of the furnace and filter. Explain how to change or clear or filter.

* Materials needed: Play telephones.

Have the students do a role play on smelling a gas odor in the house and calling the gas company to report it.

* Materials needed: A model of a space heater.

Demonstrate how to use of a space heater; how close to other articles you can place the heater.

UNIT 2

Objective: Students can demonstrate appropriate use of electrical appliances.

A. General safety when using electrical appliances.

1. Never use an electrical appliance near water.

2. Do not overload sockets.

3. Do not use appliances with frayed wires.

4. Be aware of the circuit breaker system and a fuse box.

5. Do not try to repair any appliance which still connected.

6. Keep children away from electrical outlets.

B. Some stoves in America are electric.

1. Electric stoves do not have a pilot light.

2. One needs simply to turn the knobs on the stove.
   a. If the stove doesn't work, disconnect the stove and call a repairman.

3. Be careful of spilling liquids near the stove.

C. Washing machines and dryers.

1. Americans use washing machines and dryers for their clothes.
   a. Sometimes a house or apartment building will have them.
   b. There are also laundromats in most cities which have washers and dryers.

2. Be sure to read the instructions before using.

   a. If you cannot read, have someone explain to you how to use the machines.
   b. If not used properly, they can be damaged seriously.

TEACHING METHODOLOGIES.

Unit 2. Materials needed: Pictures of electrical appliances, Extension cords, wires, etc., A child playing near a socket, an old appliance with a frayed wire.

Ask the students how many of them had electricity in their homes in Vietnam. If any students did have electricity, have them tell the class how to use it safely.

Pass around pictures of electric appliances, extension cords, children play near a socket. Ask the students questions about the pictures.

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For example: Is it safe to use this appliance in the bath tub: Should you plug six appliances in the same socket? Can you use an appliance with a frayed wire? If they can answer correctly then ask what should they do instead.

For example: If they have an old appliance with a frayed wire
can they use it? (No)
What should they do? (Replace the cord or not use the appliance).

Unit 2 - C.

Materials needed: Some clothing and non-washable soap powder.

Pick a student to help out in the demonstration. Have him choose how much clothing he can put in the washer without overloading. Do the same for the amount of soap powder.

Ask the student what they should do if they don't understand how to use the washer. (Ask directions).

-or-

Choose a student to go to the washing machine and decide what can go into a load of wash.

For example: Shoes - no
A Shirt - Yes
A pillow - No
Socks - Yes
Stockings - No
Dog - No

If he doesn't understand what to put in, have him hold up the article for the class to decide.

* DRYER

Demonstrate how to use the dryer. Explain how you must clean the filter each time to avoid having the lint catch fire. Also show the students that you must only put things in the dryer that have been washed in water, not any articles that have been dry cleaned by chemicals.

UNIT 3

Objective: Students can demonstrate appropriate use of hot water.

A. Running water is found in both kitchens and bathrooms.

   1. It is important not to clog drains by allowing food (rice, etc) to drain into the pipes.

   2. Hot water can become extremely hot very quickly.

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3. One must be always be careful of scalding.

B. It is best to check or test the water before putting one's hand or body under the faucet or shower.

1. One of the better ways to avoid burns is to first turn on the hot water followed by a little cold water.

2. Once both the hot and cold water have been mixed, then check to see if the temperature is bearable.

TEACHING METHODOLOGIES:

Unit 3. Materials needed: Picture of a kitchen sink, bathtub.

Ask how many students have had hot water heater in their own homes. If any of the students have, ask what safety precautions they followed. Explain that in the states we have hot water piped into the bathroom and kitchen and the water can get very hot. Hold up the visuals of the tub and kitchen sink and ask the students how to avoid getting scalded by hot water.

UNIT 4

Objective: Students can demonstrate economical use of appliances.

A. Temperature in the home.

1. Most homes in the U.S. are regulated automatically for heat control.
   a. There is a thermostat in most homes which can be adjusted.

2. When the furnace is on, all doors and windows should be kept closed.
   a. To save energy, the temperature should be moderate.
   b. If the temperature is set high, one's monthly bill will be expensive.

3. The recommended temperature is 68°F or about 19°C.
   a. It is better to wear a sweater or other warm clothes.

B. Economical use of other appliances.

1. It is best to unplug electrical appliances when not using them.
   a. It is not only considered more economical but also safe.

2. In many parts of the U.S. there is a shortage of water.
   a. It is best to use water only when it is needed.
   b. Washing cars and lawns are examples of areas where water can be saved.

TEACHING METHODOLOGIES:

Unit 4. Materials needed: A model thermostat

After discussing the reasons why it is necessary to lower the thermostat (save money and save energy), ask some students to come up to the front of the class and set the thermostat at 68°F.

* Role play.

Materials needed: A model thermostat
A sweater

Two students are sitting in the living room of their apartment. One student mentions that he is cold and gets up to raise the temperature. The other students tells him to not raise the temperature over 68°, but to go put a sweater on.

UNIT 5

Objective: Students can demonstrate child safety within the home

A. All cleansers should be carefully labelled and kept out of reach of children.

   1. Some cleansers are poisonous and one could die if taken.

B. Keep all medicines clearly labelled and out of children's reach.

   1. Some medicines are to be taken by adults only.

   2. Also, one can take an overdose of a particular medicine and die.

C. Certain cleaning agents should not be mixed.

   1. An example is chlorine bleach and amonia.

   2. Again it is best to keep out of reach of children.

D. One rule to follow to avoid these dangers is to never leave children unattended in the home.

TEACHING METHODOLOGIES:

Unit 5. Materials needed: A large poster of askull and crossbones,
Labels with small skul and crossbones,
Empty bottles of cleaning supplies,
medicine, paint.

Explain what the skull and crossbones represents in America. Describe at what age children can be left in the same room unattended when the above products are in use.

Show how you can educate your school age children to never touch any products with the skull and crossbones label on it. Repeat that you can never trust the toddlers (1-3 years old) alone even for a minute when chemicals are left in the open.

End the experience with the students putting the labels on the dangerous products.

*Materials needed: Child safety pictures in the workbook.
As many visuals as you can find or draw on possible dangers in the home.

Ask how many of the students are either parents or have experience in child care. Ask them to list on the blackboard the possible dangers that have thought about in their care of children.

Make the point that in the U.S. there are even more dangers than they may have come across before, for example high rise buildings, city traffic, stronger machines and chemicals. Use the visuals for examples and prompting.

End the section by referring the students to the child safety visuals in the workbook. The more educated classes could write a safety message next to each picture, while the other students should just be able to identify the danger orally.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Household Safety and Use of Appliances."

Activity 1: Home care and safety
Objective: Learners can describe care and safety practices in the American home.
Materials needed: Picture Dictionaries (each learner brings own), kitchen sink model & safe and unsafe electrical wiring, 1 copy of CAL Housing book, handout of people cleaning house.

Procedure:

I. Introduction (5 min.)
When you go to America you will not have enough money to buy your own home for many years. You will live in a house or an apartment that is owned by someone else. The owner or a landlord who helps the owner will expect you to care for the property in certain ways. We will talk about these ways.

II. Page 26 - A House (4 Min.)
Look at number 21. This is a yard. Notice how neat and clean the yard and garden are. Americans like to keep their houses neat. Never make any changes on the outside of your house without asking the landlord first. (T refers to p. 13 CAL Housing book)

III. Page 28 - The Hall (8 min.)
A. Look at numbers 3 & 4. What are they? What are they for? Teaching points - to prevent crime, keep doors and window locked. Landlord is responsible to repair any broken windows/locks immediately.
B. Look at number 6 & 8. What are they? What are they for? What is number 6 for?
Teaching points - In America people wear shoes in houses, clean shoes by wiping on doormat to protect carpet.

IV. Page 29 - The Living Room (4 min.)
Look at # 6. What is it used for? Is it safe?
Teaching point - Fire used for heating house and for enjoyment. Not for cooking always use a screen if you have a fire in fire-

./2

place. In this picture it's not safe.

V. Page 30 - The Kitchen (30 min.)
What is the room used for? (Cooking and washing dishes and eating)

A. Look at # 1. This is the stove.
   1. Where do you boil water? } on stove top burners
   2. Where do you fry fish? }
   3. Where do you bake bread?
   4. where do you broil (similar to grilling food on charcoal fire) meat?
   5. What is the thing above the stove used for?
      T. point-must turn on fan to ventilate smoke, keep kitchen clean.

   T. point - Explain briefly gas and electric stoves. Dangerous to light, dangerous if flame goes out. Necessary for refugees to get careful instructions from sponsor about stove use.
   Demonstrate turning stove and oven on/off using model kitchen.

B. Look at # 24. This is a dishwasher. Some modern homes/apartments have a dishwasher. Most refugee homes do not. If you have a dishwasher it is easy and fast to wash dishes. Ask your sponsor how to use it.

C. Look at #7. This is the sink. Don't let any rice or food go down the sink unless you have a garbage disposal. A garbage disposal is in the pipe just below the drain. It has blades and cuts up food so it can wash through the pipe. Run water when you have the g.d. turned on. Don't put bones or paper or plastic or oil in the g.d. Oil should be kept in a closed container for re-use or to be thrown away.
   What do you think might be dangerous about the garbage disposal? (cutting the hand)

D. Look at # 9. What is it? What is its use? Why does it have a cover? What kind of garbage do you put in it? (Everything, unless you have a g.d., then everything but what you put in the g.d.)
   Where do you put the garbage when the can is full? (Hand out picture of people cleaning houses)
   What is in the bags outside? Why is the garbage in bag? What will happen when many bags are outside? (Every week or so a garbage truck comes by and picks up the garbage. You must take it out to the street to be picked up. On holidays sometimes, garbage isn't picked up. Watch what your neighbors do. Put garbage out on curb when they do.

./3

In some apartments you only need to put garbage down a chute or in big cans outside. Ask your sponsor what to do with garbage.

Americans feel very strongly about being clean. Many Americans will be angry if you don't keep the apartment clean in the way they expect you to.

VI. Page 31 - Household Objects (9 min.)

Look at number 1. What is it? What is it for? Ditto number 8. It is important when you sweep not to sweep the dirt out into the hall of an apartment or onto the sidewalk. Sweep dirt into the dust pan and put it in the garbage.

Look at # 5. What is it for ? }
#18. " " " " } (washing floor)
Look at # 4 " " " "

Most refugees don't have washing machines at home and must use laundromats. Some residences forbid hanging clothes outside to dry, so it is necessary to use a laundromat. A laundromat is a place where there are washing and drying machines to wash your clothes. We'll describe those later when you talk about clothing.

Day 5

(VI p. 31 continued) (30 min.)

Look at the handout again. What is the woman in the kitchen doing? It is important to clean the stove often because food that spills will start fires or bake onto the stove, and then be very hard to clean off. You can buy some strong chemicals to clean the stove but they are dangerous and can burn your skin. Oven cleaner and other cleaning chemicals that your sponsor may have put in your home must be kept out of the reach of children. Keep them on a high shelf.

Look at the refrigerator to the right of the stove. What is it for? The top section is a freezer. Many older freezers build up ice inside and must be "defrosted" in order to keep the refrigerator working well. When you defrost the refrigerator take out all the food, then turn it off or unplug it, leave the door open and wait for the ice to melt. Do not try to break the ice by hammering or cutting it with a knife. This may ruin the refrigerator.

It is important for you to know that if you ruin something in a place that you renting you will probably have to pay to replace, repair or clean it. This is why it is important for you to know to care for your stove, refrigerator, garbage disposal, drains, rugs and bathroom fixtures.

Look at the handout again. What are all the people doing? Why?

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Housing Situations

Please mark True (T) or False (F)

_____ 1. Your toilet has been clogged for 3 days. You notified your landlord but nothing happens. So you call a repairman who comes and fixes it. The landlord must pay the bill.

_____ 2. You are 2 weeks late in paying your rent. You come home one day and discover that the landlord has changed the locks on the door so you can't get in. The landlord cannot legally do this.

_____ 3. You find a nice apartment and sign a lease that says you'll live there for 1 year and pay $300.00 a month. Six months later the landlord notifies you that he has a new lease for you and now you must pay $350.00 a month. You have to pay the new rent.

_____ 4. Your neighbors are always having parties and making a lot of noise until early morning. You have complained to your landlord many times. Your landlord can't do anything about it because the neighbors have signed a year lease.

_____ 5. Your landlord has the right to enter your apartment whenever he wants to, because he is the real owner of the property.

_____ 6. You are not able to pay your rent on time. Your landlord gets angry and threatens to turn off your electricity. Legally, he cannot do this.

_____ 7. You move into your new apartment and discover that underneath the new paint are big cracks in the ceiling and walls. When it rains, water comes through. the landlord says he'll fix it but he never does. You can call the police for help.

_____ 8. Before you move into your new apartment the landlord requires an extra payment of money, equal to 2-months rent, to cover any repair costs he may have to make after you move out. He can legally require this from you.

_____ 9. If you are far behind in your rent, a landlord may call the sheriff who will come and physically move you out of the apartment.

_____ 10. Your apartment building is full of rats and cockroaches. After complaining many times to the landlord, you call the Board of Health who comes and inspects the building. They charge the landlord with negligence and fine him. The next month your landlord tells you to move out because you are a troublemaker. Legally he can do this.

_____ 11. You are moving out. When the landlord inspects the apartment he says that because of a crack in the bathroom mirror and some cigarette burns in the carpet in will not return your damage deposit. You remind him that those problems were already there when you moved in. He insists that you did the damage and refuses to refund your money. You must pay.

_____ 12. You have put some nails in your walls to hold up some pictures that you have. When you move your landlord returns only part of your security deposit because he says you damaged his wall and he'll have to repair it. You must pay.

_____ 13. The lock on your door doesn't work correctly. Your landlord must repair it or replace it and pay for it.

_____ 14. You have the right to deep your apartment as clean (or as dirty) as you like because you are paying for the use of the property.

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " Household Safety and Use of Appliances."

A. Use of gas appliances

B. Use of electrical appliances

C. Use of hot water

D. Economical use of energy

- - - - -

A. Introduction

Questions

1. What did you use to cook your food with in Laos (Cambodia, etc.)?

2. What did you use to wash your clothes?

3. What did you use to sweep the floor?

4. What did you use to stir food with?

5. What did you use to cut meat with?

For all these activities many people in the United States use appliances. Appliances are instruments or machine-like things that are used primarily in the home to help in doing the daily tasks of the home. They usually use electricity as their source of energy, but sometimes they use gas. They help in doing all the everyday tasks in the home: cooking, laundry, cleaning floors, etc. They help make housework easier for everyone concerned.

Questions

1. Did you have any appliances in your home in Laos (Cambodia, etc.)?

2. What were they?

3. Have you ever seen any appliances?

4. Have you ever seen any appliances being used?

B. Gas appliances and their uses

Questions

1. Did you ever have to heat water in Laos (Cambodia, etc.)?
2. What did you use the heated water for?
3. How hot did the water have to be for ____(see answers to question 2)?
4. Did you ever have to heat water to take a bath?
5. Did you ever have to heat water to wash clothes?

In the United States, there are two appliances that often use gas as their source of energy: the water heater and the stove. People in the United States often use heated water for washing themselves, their clothes, and the dirty dishes. This water is not boiling hot, but it often is hot enough to burn the user who is not careful. People living in apartments usually do not have to be concerned with the water heater. If, however, they have no hot water, they must tell the landlord immediately. People living in their own house, however, must be sure that the water heater is in good condition before renting the house.

The stove is of great importance since almost all the cooking is done on the stove. The upper area of the stove is used for boiling, frying, stewing, etc. The oven area is used for baking, roasting, broiling, etc. Formerly, gas stoves were of two types--those with pilot lights and those without pilot lights. A pilot light is a small flame that is used to light the burners or the oven. Nowadays, almost all gas stoves probably have pilot lights so that the user does not have to use a match to light the burners or the oven. There are, of course, many old-fashioned stoves around that do not have pilot lights. In any case the user must always be sure that the pilot does not go out. It is very unlikely that the pilot light will go out, but in the case of a stoppage of the flow of gas, for example, the user must be sure to relight the pilot light. It would be a good idea to form the habit at checking the pilot lights of the burners and the oven every time the user uses the stove.

Both water heaters and stoves may use electricity as their source of energy, but such appliances usually mean that the electricity bill will be quite high each month.

Questions

1. What are the appliances that often use gas as the source of energy in the United States?

2. What do people in the United States often use hot water for?

3. Why do you think it is necessary to use hot water to take a bath?

4. Why do you think it is necessary to use hot water to wash clothes in?

5. Why do you think it is necessary to use hot water to wash dishes in?

6. What is the danger in using hot water?

7. How many kinds of gas stove are there?

8. What is a pilot light?

9. What must the user be careful of in using a gas stove?

10. Do all water heaters and stoves use only gas?

C. Electrical appliances and their use

Questions

1. Can you imagine using an electric knife to cut meat?

2. Can you imagine using an electric toothbrush to brush your teeth?

3. Can you imagine using a machine to polish your shoes?

4. Can you imagine using a machine to open a can?

Some people in the United States use appliances to do all of these things and many more things. There are many reasons for using these appliances: because using the appliances saves time, because the people want to show others that they have a lot of money, or because the people are lazy. Not everyone in the United States has all these appliances. There are appliances, however, that almost everyone has.

The three most important and most used electric appliances are the refrigerator, the washing machine, and the iron. Of these three, only the washing machine is not necessary because there are often places called laundromats where many people can wash their clothes all at one time. There are a few things that should be remembered about each of these appliances.

1. The refrigerator. Refrigerators are of two kinds--those that defrost themselves automatically and those that do not defrost automatically. Ice collects in the freezing compartment of a refrigerator. Removing this ice is called defrosting. Probably almost all new refrigerators are self-defrosting, but there are many of the non-self-defrosting refrigerators still in use. It is important that the ice that collects be removed periodically if the refrigertor is to work effectively and efficiently. The user should be sure to find out

what kind of refrigerator he has and also be sure that he knows how to defrost it.

Storing food properly in the refrigerator is also important, but that will be discussed in a later lesson.

2. The washing machine. The most important thing to remember about the washing machine is that it must not be overloaded. If too many clothes are put into the machine at one time, they will not get clean. Also, it is important not to use too much detergent because it may not be possible to remove it completely from the clothes when they are rinsed.

3. The iron. The most important thing to remember about using the iron is not to leave it turned on when it is not being used. If it is left turned on and placed on top of something, it could start a fire.

Many people have an electric clothes dryer in their home also, but this appliance is not necessary because laundromats always have clothes dryers. Clothes dryers, like washing machines, should not be overloaded because the clothes will not get completely dry.

Questions

1. What three appliances are found in almost every home in the United States?
2. Are all three equally necessary to have in the house?
3. Which one is not absolutely necessary in the house? Why?
4. What does defrosting mean?
5. Why is defrosting the refrigerator necessary?
6. What must the user of a washing machine not do? Why?
7. What must the user of an iron be careful of? Why?

There are many other electrical appliances that will do almost everything: cut meat, dry hair, shine shoes, brush teeth, roast meat, toast bread, comb hair, grind meat, etc. Of these, however, there are only two that are in common use: the vacuum cleaner (or sweeper) and the disposal unit.

1. The vacuum cleaner. The vacuum cleaner gathers dust and dirt that is on the floor or carpet, in drapes, on chairs, etc. The basic vacuum cleaner sweeps the dust and dirt only from the floor. More expensive models can collect dust and dirt from many

different places. The important thing to remember about using the vacuum cleaner is that it must be emptied every so often. Some vacuum cleaners empty themselves automatically by ejecting a bag of dirt and dust. Others must be emptied by the user.

2. The disposal unit. The disposal unit is an appliance attached to the drain in the sink. It chews leftover food into small pieces that can be washed down the drainpipe. The important thing to remember about the disposal unit is that no hard things of any kind can be put into it. Thus, the user must be careful not to put such things as bones or tableware into it. Obviously, fingers should not be put into it either for they may be completely out off.

Questions

1. Do you think it is necessary to have electric appliances to do such things as dry your hair or brush your teeth? Why?

2. What do you think about (=What is your opinion of) people who have electrical appliances to do everything for them?

3. Is using electrical appliances easy or difficult? Why do you think that?

4. Electricity is quite expensive. Would it be a good idea to have many electrical appliances?

D. The use of hot water

It has already been mentioned that almost every residence in the United States has running hot water in the house. People in the United States use hot water to wash themselves, their clothes, and their dishes. They do this because hot water often gets things cleaner than cold water does. Also, in some parts of the United States, the weather is quite cold part of the year and the water in the house is too cold to use for taking a bath.

Hot water is very important, but it presents some problems also. First of all, if the user is not careful, he may be burned by the hot water. In order to avoid this, the user should turn on the cold water first, and then gradually turn on the hot water. Second, not all clothes can be washed in hot water. Some kinds of cloth shrinks in hot water. So it is important to know what kind of water to use in washing clothes. Usually there is a tag inside the clothes that tells what kind of water--cold, cool, warm, or hot-when washing the clothes.

Questions

1. Some people might think it is easier to wash clothes in Laos (Cambodia, etc.) than it is to wash them in the United States. Why might they think that?

2. Do you think using hot water is a good idea or not a good idea? Why?

E. Economical use of electricity

Questions

1. When you were in Laos (Cambodia, etc.) did the cost of the things you bought go up (= become more expensive) or go down (= become less expensive)?

2. If the things that you have to buy keep getting more and more expensive, while your income stays the same, what must you do?

In the United States, the cost of energy--electricity, gas, oil, etc.--keeps getting more expensive. Everyone, even the President, has to be careful not to waste these sources of energy. There are many little things that can be done to use energy wisely--many little things that people most often do not think about. In the United States many books and pamphlets are available that give hints about saving energy. But in most cases, following one's common sense is the best way of saving energy. For example, if there is no one in a certain room at a certain time, should there be a light turned on in the room? Obviously, if no one needs the light to see anything, it should be turned off.

Questions

1. Do you know of any examples of wasting energy in this camp? What are they?

2. What can you do in this camp to save energy?

HOUSING

Household Safety and Use of Appliances

Purpose: Introduce household safety and use of appliances.

A. Use of Gas Appliances

B. Use of Electrical Appliances

C. Use of Hot Water

D. Economical Use of Energy

Insert Page: 10.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Storing Food and Household Items."

Storing Food and Household Items

Objectives of the lesson:

1. Students can describe ways to store food in an American household.
2. Students can describe ways to store non-food items in an American household.

UNIT 1

Objective: Students can demonstrate planning grocery needs for more than a day.

A. In America, most people shop on a weekly basis for food.

1. One of the reasons for this is that almost all homes have a refrigerator.
   a. Foods can be kept fresh in a refrigerator for up to a week.
2. It is important to make a list of those items needed for a week before shopping.
   a. When purchasing meat, you can purchase large quantities and freeze those that will not be used immediately.
   b. It is generally cheaper to purchase meat in larger quantities.

TEACHING POINTS:

Unit 1-2 Students should be able to:

(1) Plan a weekly menu of varied, nutritious food with regards to the cost of food and use of left-overs.

(2) Properly store food both before cooking and after meals.

Insert Page: 10.2

Storing Food and Household Items

Begin the lesson by asking the students if they normally plan a menu for each meal, or if they just go to the market and buy something. Explain that in the states, because most people are busy working and live far from the supermarket, it is common to shop only once a week.

To make sure that they eat a variety of foods, many people plan a weekly menu. In this way, they are able to plan how to use foods on sale, or in season. A menu also helps people see how to use left-overs in later meals.

Most importantly by having a prepared list of food to buy, people can avoid forgetting a particular item or the impulse buying of unnecessary or expensive food.

Ask the students what types of food would they include in their menu. Have one student write their responses on the blackboard.

You could start the actual menu writing including a day's menus and shopping list for the typical American family. When you feel the students have a good idea of menu planning, have them break into groups to actually write the weekly menu and shopping list.

Choose the group with best written plan to go up to the blackboard and list the meals planned and the grocery list. Then another group should be able to tell where the foods on the grocery list should be stored. For example if the pork on the list is not going to be used until the end of the week, then it should be frozen. If a chicken is cooked in the beginning of the week for use as left-overs later in the week, then the students should be able to show how to wrap it up and store the food in the proper way.

	M	T	W	TH	F	S	S
Breakfast							
Lunch							
Dinner							
Snacks							

SAMPLE

(Weekly Shopping List)

Unit 1. Role-Play: Refugees in a supermarket
Location: Supermarket

CASHIER: Oh, are you here shopping again today? I think I've seen you every day for the past two weeks.

REFUGEE: I want to buy fresh food everyday.

CASHIER: Oh, don't you have a refrigerator?

REFUGEE:	Yes, my apartment came with a refrigerator, but I'm use to shopping everyday.
CASHIER:	Most of our customers shop once a week because their food will stay fresh in the refrigerator for that long. Anyway, the store only restocks the shelves once or twice a week.
REFUGEE:	That sounds like a good idea, because it costs me a lot of money in bus fare everyday to come to the grocery store.

Role Play: Buying food on sale for the freezer.
Location: Supermarket

TWO REFUGEES - Husband and wife

HUSBAND:	Look chicken is on sale for 79¢ a pound!
WIFE:	Let's buy 10 lbs. as its so cheap.
HUSBAND:	10 lbs! We can't eat 10 lbs. of chicekn.
WIFE:	Oh, we can wrap it up carefully and store it in the freezer.
HUSBAND:	That sounds like an economical way of buying meat.

UNIT 2

Objective: Students can demonstrate knowledge of proper methods in food storage.

A. Where to store food

1. Refrigerators - they are used to keep foods cold and fresh.
    a. Most food items can be stored in the refrigerator - as meat, eggs and other diary products, vegetables, fruit and beverages.
    b. Some items will be labelled requiring refrigeration.
    c. Left-overs can also be stored in the refrigerator.
2. There are cabinets in the kitchen for storing of other foods.
    a. Items such as rice, canned goods, cereal, noodles etc. do not need refirgeration. - They can be stored in the cabinets.

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B. How to prepare food for storage

1. There are two compartments to a refrigerator for storage - a refrigerator and a freezer.

2. Use of containers for storage - food will keep well in an air tight compartment.
   a. When using containers to store items in the freezer, remember that food items can expand.
   b. Make sure the container has room to expand. Do not use glass containers in the freezer.
   c. Once frozen meat thaws, do not refreeze it. It must be prepared to eat.

3. Use of wrappings for storage.
   a. Wax paper, aluminum foil, plastic wrappings and bags are all items used in food storage.
   b. If food items are placed in the refrigerator unwrapped, they can dry up and spoil.
   c. When food spoils, it usually discolors or becomes moldy!
   d. All spoiled foods should be thrown out.

C. How long to store foods
1. Some items will have an expiration date marked on the container.
   a. For example, milk containers have expiration dates marked on them.

2. You must watch for spoilage of foods in the refrigerator.
   a. If you defrost some meat, it is important to prepare the meat one to tow days after defrosting.
   b. Only take that amount out of the freezer which you plan to use immediately.

TEACHING METHODOLOGIES:

Unit 2. Location: Listening Center
Material needed:
- Refrigerator
- Food storage wraps
- Containers for left-overs
- Packages and cans of American food.

Divide the class into 3 groups. Each group gets a bag of different American products, some of which must be frozen, stored in the refrigerator or cabinet. Allow the groups a few minutes to discuss what should be done with their food. When they have decided, have them actually put the food in the refrigerator, freezer or cabinet. If they make a mistake then ask the rest of the class where it should go.

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After the groups finish the first assignment then give them some open cans, storage containers with lids and plastic storage wrap. Ask them to show how to store left-overs. Ask the students if you can leave an opened can in the refrigerator for a few days. (No, the food will spoil.) Can they put a dish of food that people have eaten from back in the refrigerator? (No, the bacteria will build up.)

Unit 2 (C)   Materials Needed: Food containers with expiration dates on them.

Pass around some containers with expiration dates on them. Ask the students to read them and decide which are still good, and which are outdated. Make sure to stress the difference between the American style of dates 9-13-81 and the Hong Kong style 13-9-81.

UNIT 3

Objective: Students can demonstrate proper way to store non-food items.

A. All cleansers should be carefully labelled and kept out of reach of children.
   1. Some cleansers are poisonous and one could die if taken.

B. Keep all medicines clearly labelled and out of children's reach.
   1. Some medicines are to be taken by adults only.
   2. Also, one can take an overdose of a particular medicine and die.

C. Certain cleaning agents should not be mixed.
   1. An example is chlorine bleach and amonia.
   2. Again it is best to keep out of reach of children.

D. One rule to follow to avoid these dangers is to never leave children unattended in the home.

TEACHING METHODOLOGIES:

Unit 3 Materials needed:
- poster paper
- markers
- containers of poisonous
- cleaners, medicine and poster of "skull and crossbones".
- locks for cabinet.

Explain to the students that more children under the age of five die of poisoning in America than any other cause. Show how they can educate their older children to recognize the skull and crossbones on packages and bottles of cleaners and poisons. Demonstrate how they

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can put locks on the cabinets where they store medicine or cleaners. If this is not possible, they can at least store the products in a closet out of the reach of their children.

End the lesson by having each group of students make a poster for storing poisonous materials carefully.

Insert Page: 10.7

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Storing Food & Non-Food Items."

Purpose: To help learners understand safe storage of food and non-food items in the home.

Materials Needed: Various packages including food, non-food, dangerous and safe products. Some packages should have labels which give clue to the contents (both by picture and by name). Others should have labels which give no clue to the contents.

Procedure:

I. Introduction

  A. Many things are different about storing food and other things in the American house.

  B. Because Americans like to keep everything clean and they like to save time, they have many different products for cleaning. Most of these products must be stored carefully because they are dangerous to children.

  C. Food items are stored differently because Americans have refrigerators and upper and lower cupboards to put things in.

  D. In Cambodia, what did you sue in your house that was not safe for babies to reach? (possible answers: knives, kerosene, soap, matches...)

  E. Before we can decide how to store thing safely we need to know what they are. Sometimes a sponsor may provide a refugee with some cleaning products, medicines or foods which the refugee doesn't understand. If you aren't sure what is inside a container, it is important to keep it in a high place, out of reach of children, until you have a chance to ask your friend, sponsor or teacher what it is.

II. Activity I - Sorting Items

  A. Here are some products that look similar to what might be in your new home, or that you might buy.

B. Because Americans like to keep everything clean and they like to save time, they have many different products for cleaning. Most of these products must be stored carefully because they are dangerous to children.

C. Food items are stored differently because Americans have refrigerators and upper and lower cupboards to put things in.

D. In Cambodia, what did you use in your house that was not safe for babies to reach? (possible answers: knives, kerosene, soap, matches...)

E. Before we can decide how to store things safely we need to know what they are. Sometimes a sponsor may provide a refugee with some cleaning products, medicines or foods which the refugee doesn't understand. If you aren't sure what is inside a container, it is important to keep it in a high place, out of reach of children, until you have a chance to ask your friend, sponsor or teacher waht it is.

II. Activity I - Sorting Items

A. Here are some products that look similar to what might be in your new home, or that you might buy.

B. Conduct game in following way:

1. Set up three tables in the center of the room, Put big numbers on each table. Table 1, 2 and 3. On Table 3, put 6-10 items. Put the others away for now. Explain that the next activity is a game. On Table 1 put items that can be eaten. On Table 2 put items that cannot be eaten. Demonstrate. Put an orange on Table 1. It is something we can eat. Put a box of detergent on Table 2. This is an item we cannot eat.

2. Ask two learners to come to the center of the room. Tell them to choose an item from Table 3. If they think it is food, they should put it on Table 1. If they think it is an item we cannot eat, they should place it on Table 2. If they don't know whether we can eat it or not leave it on Table 3. Ask another pair of learners to come and put an item on Table 1 or 2. Do not comment on their choices.

3. After 2 pair of learners have been unable to move any more items from Table 3, ask another pair to come up. Ask them if they want to change anything. Repeat this with other learners.

4. When appropriate show the correct placement of items on Table 1 and 2. Briefly explain why. Ask the learners if it was difficult to choose. Lead a discussion: What clues did they use? Ask them to list the clues. Ask the learners what they will need to learn about products that they may have trouble identifying.

5. Play the game again but change the criteria for Table 1 and 2. Table 1 will be for items safe to have around young children. Table 2 will be for items dangerous to children. These dangerous items we should KEEP OUT OF REACH OF CHILDREN. If the game was very easy for the learners the first time, add more items to Table 3. Give them more things to choose from. If learners are unsure about whether to put something on Table 1 or 2 they can leave it on Table 3.

6. Lead a discussion about what was easy and what was hard, what clues the learners used, what more the learners would need to know about identifying products.

7. Repeat the game again and again, if there is time and need. Use both criteria; edible and non-edible; and safe for children and KEEP OUT OF REACH OF CHILDREN.

8. Ask what other dangers they anticipate in using products left in the apartment by sponsor, friend, previous tenant, or that they buy in supermarkets, not knowing how to use (flammable, burns skin or eyes, poison...).

9. Discuss ways that learners think they may be able to find out the safe ways to use/store these products.

III. Storing food items

A. Introduction

Storing food is very different in the American home. There are two reasons for this.

1. Americans have refrigerators which can keep food from spoiling for long periods of time.

2. Most Americans usually shop for food only once or twice a week, rarely every day.

B. Shopping for more than one day.

1. Save time (transportation problems).

2. Save money
   a. Buy sale items in quantity and save or freeze.
   b. Sales - read and evaluate carefully.

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1. Save money - "10¢ off".
2. Buy 1, get 1 free.
3. Limited number of coupons per customer.
4. Limited supply.
5. Expiration date.
6. Buy only what you need - Don't be lured by coupons.

C. Using the refrigerator.

1. For all of the reasons we just talked about, it is convenient to shop once a week. If you shop only once a week it is important to plan in advance how much food you will need for each day and to know how long various foods can be kept safely without spoiling. Always remember that if you want to shop everyday as may be the custom in your country you can do so. Because it isn't always easy to shop everyday in America it may be helpful to you to think about planning and storing food for a week at a time.

2. What food items do you think will spoil if you don't eat them until a week after you buy them? (Possible answers: meat, fish, milk, cheese, juice, some fruits, bread, ice cream, etc.)

3. These are thing you can keep in the refrigerator. If the refrigerator is kept cold most milk and dairy products will stay fresh for about 5-7 days. Meat, fish and chicken will only stay fresh for about 2-4 days. If you want to keep it fresh for longer, you may freeze it. Once you freeze meat you can leave it in the freezer for 2 weeks to 1 month and it will still be good when you take it out. When you are ready to cook it again take it out of the freezer and put it in the refrigerator overnight or leave it cutside of the refrigerator for 2-3 hours. Be careful not to freeze meat again after you have unfrozen it or it will not be healthful.

4. What other ways do you think you might want to use the freezer? (Possible answers: storing food that you have already cooked, bread, juice.)

5. There are some things that you can't freeze:

   a. Raw fruit and vegetables
   b. Eggs

6. When you store things in the refrigerator, the way you store them is important.

a. Freezer
   1. Dehydration
   2. Don't store liquids in glass containers
   3. Use plastic wrap or containers

b. Refrigerator
   1. Smells and Tastes
   2. Plastic and glass containers

HOUSING

Storing Food and Household Items

Purpose: Describe ways to store food and other household items.

A. How Much to Buy

1. Planning grocery needs for more than a day
2. Buying in quantity

B. Food Storage

1. Where to store food
    a. Use of refrigerator
    b. Other places to store food
2. How to prepare food for storage
    a. Use of containers
    b. Use of wrappings
3. How long to store food
    a. Spoilage
    b. Expiration dates

C. Storing Cleaning Products and Medicines

1. Where to store cleaning products and medicines
2. What to keep out of reach of children

Insert Page: 11.1

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 28 - "Finding a Place to Live."

*Save the Children Federation, Experiment in International Living, and World Education

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Purpose: Encourage realistic expectations toward renting.

Preparation: Newsprint and felt tip pens; review the CAL publication HOUSING during the training session. The advanced classes may want examples of housing classified sections from American newspapers. Telephones for role play.

Procedure:

1. Explain to your students that they are going to learn about how to rent an apartment in the USA. Be sure that everyone understands what an apartment is, and how it is different from a house. Explain to them that in most cases they will live in an apartment once they arrive in America.

2. Ask the class to brainstorm a list of things they would first want to think about before they would move to another house in Laos/Cambodia/Vietnam. Give the class enough time to come up with a good list.

   Note: Particularly encourage those students who do not speak very often to share their ideas with the class.

3. List the responses on one half of the board. For low level students who cannot read, have them remember the ideas for you and then you can write them on the board. Slowly read back to the students their ideas.

4. Next, on the second half of the board, the teacher can list those considerations that an American might make. Say a little something about each point as you make it. As you do this, keep asking the students for their comments or questions. Make sure they understand the ideas you are communicating:

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a. How far is the apartment from your place of work?

b. How close are stores for shopping?

c. Is the transportation adequate? (i.e. is the apartment near a bus stop?)

d. What kind of neighborhood is it? Will it be safe for children?

e. How much is the rent per month?

f. How many bedrooms does it have?

g. Will the apartment meet the needs of the family?

h. How close is the apartment to other family members and friends?

i. How much will the utilities cost? (i.e. electricity, gas, etc.)

j. Can the landlord be trusted?

5. Ask the students to compare the list that they made with the list that the teacher made. What are the similarities and differences? Low level students will need to have the lists read back to them. Have a short discussion on the two lists.

6. Have the students brainstorm a list of ways the student would actually locate (find) an apartment for rent in Laos/Cambodia/Vietnam. Accept all ideas from the students. Put their ideas on the first half of the board.

7. The teacher should list ways that Americans generally locate apartments:

    a. telling friends ("word of mouth") that you're looking.

    b. walking in neighborhoods that you like and looking for FOR RENT signs; asking people in the neighborhood if they know of apartments for rent.

    c. looking in the housing classified section of the newspaper.

    d. buying space in the newspaper to advertize that you're looking.

    e. going to a real estate or housing agency, however, this may cost money.

8. Spend some time comparing the similarities and differences of the two lists.

9. Explain that whenever a family thinks about a new place to rent, they have to consider how many rooms (including bedrooms) they will need. It will help to know how many people will live in the apartment. The more rooms needed, the larger (and more expensive) the apartment will be.

   At this point mention that American landlords do not like people to sleep in kitchens, living rooms and other rooms that are not designed for sleeping.

10. Explain that in America, some apartments are rented without furniture. They are called UNFURNISHED apartments. Sometimes apartments are rented with furniture. They are called FURNISHED apartments.

11. Review with the students the importance of knowing how much money they can afford for an apartment each month. Have them think back when they prepared a family budget in class. Explain when you rent an apartment in America, there are often many expenses that have to be made immediately. What might some of these expenses be? Can any of the students think of some?

    a. The cost to connect the telephone, the gas, the electricity there is usually a SERVICE CHARGE to connect utilities

    b. Some landlords charge the first month's rent AND they may ask for the last month's rent as a deposit. This is done to prevent a tenant from moving out of the apartment without paying the last month's rent.

    c. DAMAGE DEPOSIT: Some landlords ask for some money as a deposit against possible damage that you might do to the apartment or furniture. If you have done no damage, you will get this money back when you leave the apartment.

12. TERMS OF THE LEASE

    a. Ask the students if they know what a lease is.

    b. A LEASE is a legal agreement between the landlord and the tenant (i.e. the student) commiting both people to certain obligations and responsibilities.

       **example of a tenant responsibility that might be in a lease-paying the rent on time

**example of a landlord responsibility that might be stated in a lease: keep apartment in good repair

c. General topics that are usually found in a lease:

**the amount of rent due each month and when
**the amount of money due for a damage deposit
**a statement requiring the first and last month's rent
**a statement about whose responsibility it is (landlord or tenant) to pay the utilities

13. At this point it would be good to mention to the students that one of the problems refugees face in resettlement is finding a good place to live. The first or second apartment the refugee lives in may not be everything he wants. With better jobs and better salary they will be able to afford nicer apartments. It is important that their expectations are realistic.

14. NOTE: According to articles from US newspapers and communications with refugee mutual assistance associations (MAA's) some refugees find their housing not adequate. These apartments are often old and in poor condition.

15. Ask the students to solve a problem. What if they were living in Boston. Their apartment had a large hole in the ceiling. The apartment above them is leaking water and causing considerable damage. You have reported the problem to your landlord. He does nothing. WHAT WOULD YOU DO? Try and get the students to think about this problem. Let them give you their ideas. They might contact their sponsor or a mutual assistance association. Explain that there are organizations in large American cities that deal with people's housing problems. The sponsor can give the refugee this information.

Some MAAs are suggesting that if refugees have a severe housing problem, they should photograph it and take the picture to an organization (i.e. a tenant's association). The picture is proof that there is a problem. A picture is worth a thousand words.

16. From information received by The Consortium there is this bit of news from refugee resettlement groups in the USA:

There is a growing number of former refugees in major cities (people who have lived in the USA for some time). They are approaching recently arrived refugees with offers to help them. What the newcomers hear from these people is that they will be helped to find a job, go to the social security office, enroll their children in school and many other things that sponsors usually do for the refugee. There is always a fee (money is charged for these services). Have your students understand what they are agreeing to in responding to these offers for help. It will cost them money. They can choose.

17. Discuss some of the legal requirements for an apartment. These requirements do not apply in EVERY city and state. But generally speaking, apartments must have:

    **hot and cold water faucets supplying hot and cold water
    **heat for the winter months
    **on obvious safety or health problems
    **appliances and utilities (refrigerator, stove, lights, plumbing) in proper order
    **windows and doors that open, close and lock properly
    **floors, walls, and ceilings in good order

18. SUGGESTED ACTIVITY: Design an open-ended role play "LOOKING AT AN APARTMENT"

    a. First have the class brainstorm a list of important questions that anyone looking for an apartment would want to ask the landlord in person.

    b. Next, ask for volunteers to role play. You will need someone to play the landlord, someone to play the refugees looking for an apartment.

    c. The situation: A refugee couple have looked in the newspaper and have read about an apartment for rent that sounds perfect. They make an appointment to meet the landlord personally. They get the address and time for their appointment. When they meet the landlord they discover he is black. In fact, the entire neighborhood is black. The apartment is extremely nice, the rent is a good affordable price, and the landlord seems like a good person. Will the couple choose to rent the apartment or not?

    d. After the role play get the students to discuss their feelings about living with blacks, Mexican Americans, or other ethnic groups in the USA.

Explain that in the USA there are many different kinds of people from many different cultures and backgrounds. It is important for the students to understand that it is quite possible that they will live in a neighborhood with people of different cultures. Sometimes there are misunderstandings between people.

But more work needs to be done so that Asian refugees and American blacks and Mexican Americans can live together in harmony.

Can the students think of ways that can improve understanding and communication among the various groups of people that usually live in American cities? This is a question that they will need to ask themselves again and again once they are in their new country. People are people (some good, some bad). Why this is so depends on what is in the person's heart, not the color of his/her skin.

OPTIONAL ACTIVITY (i.e. for advanced classes)

NOTE: Do this step before step 18.

a. Distribute classified sections for housing from newspapers in the USA. These advertizements have to do with apartments for rent, and sometimes print advertizements of people looking for an apartment for rent.

b. Have students read examples of advertizements.

c. Let them look for advertizements that meet their housing needs (i.e. the correct number of rooms, affordable rent).

d. Do the LOOKING FOR AN APARTMENT role play.

Insert Page: 11.7

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Finding a Place to Live ."

Purpose: Encourage realistic considerations towards renting.

MATERIALS NEEDED: Translated hands-out of housing advertisements, a map of Salisbury Heights neighborhood, and a translated hand-out of details of seven places to rent on the map.

PROCEDURE.

I.A **Introductions.**

T/Tr explain that even though the sponsor will have housing for the refugee when he/she gets to their area of resettlement it is important that the refugee understand all the factors involved in choosing a place to live. In that way, if the refugee decides to move at a future date, he/she knows all the factors to consider before choosing another place to live.

B. T/tr explain that students must consider 7 things before choosing housing.

1.-Does student want to rent a house or apartment. Family size should be taken into account.

2.-Where do you want to live. Distance from local services should be considered, eg. supermarkets, hospitals, laundramats, schools, public transportation, place of work. T/Tr should explain these services.

3.-How much can you pay? T/Tr should demonstrate a quick budgeting exercise, i.e. Monthly income should equal expenses for food, rent, clothing and transportation. Does the rent price suit the student's budget? Are the utilities--Gas & electricity--included in the rent? This can be important for cold climates.

4.-How many bedrooms do you need in your house or apartment? T/Tr should explain the legal aspects of overcrowding an apartment or house. (Refer to tenant/landlord lesson.)

5.-Is the apt/house furnished or unfurnished (eg. stove, refrigerator,

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carpeting, beds...)?

6.-Is the neighborhood safe from crime? What kind of people live in the nearby area? Do police patrol the area for protection?

7.-What are the conditions of the lease. (Refer to tenant/landlord lesson.)

ACTIVITY.

A. 1)- T tapes the map of Salisbury Heights at a spot where students can see it clearly. Meanwhile Tr. divides the class into groups (according to family size if possible).

2)- T/Tr explain in detail all sections of the map starting from the top left hand corner to the bottom right hand corner. (References should be made to all details on the map, eg. supermarket, mileage, bus stops, ethnic neighborhoods, hospital etc...)

For lower level students T/Tr use the pictures on the map and explain each detail.

3)- T/Tr explain that in this neighborhood there are seven places to rent, each one marked with a number (T/Tr point out numbers 1-7 on the map.)

4)- T/Tr hand a translated list of rent prices and others details of each of the seven places.

(Teacher with advanced students may want to use the list in English while those with low level students will have to write the list on a blackboard and explain it.)

5)- T/Tr explain that each group must study the location of all seven places discussing all the advantages and disadvantages of each of them. Then each group should choose one place to rent and the spokesperson should write down their reasons for choosing that place. (For lower level students the spokesperson of each group should memorize the reasons.)

6)- After study and discussion, the spokesperson of each group reports their selection, with reasons), to the rest of the class. Class discusses whether each selection is the best selection for that group or not.

7)- T/Tr help generate this discussion by reviewing the below checklist which presents the advantages and disadvantages of each place to rent. However T/Tr should not choose for the class. Let the students made their own decisions. T/Tr only point out the advantages and disadvantages.

House No. 1	ADVANTAGES	DISADVANTAGES
	Cheap rent. Near bus stop, sponsor's office and police station.	Far from school, supermarket, park, post-office and drug-store. 1 yr. lease is a long commitment. Unfurnished plus high crime area. One bedroom only.

House No. 2	Furnished, utilities included, Quiet, well kept, near hospital, grocery. It's a house not an apt.	Expensive rent, 1 yr. lease. Far from school, market and sponsor's office. No bus stops or public transportation.
House No. 3	Near school, movie, theatre, bus stops, fire station, post office, park, supermarket & sponsor's office. Utilities are included. Reasonable rent.	Unfurnished, polluted (near factory) and 2 bedrooms only. Month to month lease only.
House No. 4	Cheap rent, near school, park laundramat, football field and park.	Polluted area. Far from sponsor's office, bus stops, post-office and hospital.
House No. 5	Near shopping mall, football field and laundramat.	No bus stop. Expensive rent. Food at mall more expensive than supermarket. Far from sponsor's office.
House No. 6	Near police station, bus stop. Reasonable rent.	Far from school and supermarket.
House No. 7	Cheap rent, near post-office, Fire station, bus stop, and movie theatre.	High crime, no police patrolling, far from sponsor's office, police station, hospital, short lease agreement only.

B.- CONCLUSION.

1) After class has made decisions for each group T/Tr emphasize that class should memorize all these factors that need to be considered before funding a place to live in America.

2) T/Tr explains briefly the three ways to find housing in America.

III. WAYS TO OBTAIN HOUSING.

A.- 1) Through the sponsor - generally the easiest way to obtain housing.

2) In the classified section of your local newspaper (lower level students would need a bi-lingual friend).

3) Through a realtor. T/Tr should explain who a realtor is and what he does.

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(This is for advanced students only.)

B.- 1) T/Tr distribute the translated hand-out of housing advertisements in the local newspaper to each group discuss in class.

2) Have each group discuss the content and costs in some of the advertisements. (T/Tr should explain the translated list of English abbreviations included with the hand-out.)

3) Have each student select one which is appropriate for their family.

4) As a class, discuss their selections. If they are bad selections T/Tr should point them out and explain why.

LIST OF RENT PRICES AND OTHER SPECIFICATIONS OF SEVEN PLACES TO RENT

HOUSE NUMBER	RENT PER MONTH	FURNISHED?	UTILITIES INCLUDED?	TIME OF LEASE	NUMBER OF BEDROOMS	KIND OF ETHNIC NEIGHBOR
1	$ 175	NO	YES	1 YEAR	1	BLACK
2	$ 375	YES	YES	1 YEAR	3	WHITE
3	$ 225	NO	YES	Month to Month	2	MIXED
4	$ 200	YES	NO	6 Months	2	HISPANIC
5	$ 275	YES	NO	1 YEAR	2	WHITE
6	$ 325	YES	NO	1 YEAR	3	HISPANIC BLACK
7	$ 175	YES	YES	3 Months	1	MIXED

HOUSING ADS.

$200.00 Shr. & Parkside home, utl paid Tel. 661-7505	$335 lg. lbr. w/w cpt. drp. Gar. No pets Nr. UCSF and Shops. Lease 731-1814, 681-3463.	We specialize in short term apt. in the best areas of SF Call 421-0961. EXECUTIVE RELOCATIONS
$200.00 + util. SF State H/F employed. Avail. 12/1 587-6893	$340 Marina remod. 2 rm. yd. util. Realtor $35 fee 567-5322	SHORT term- Visitors/ Busn. Comp equip. 1-2 Bd. rm. Tel. Hill Mag. Vu. Quiet 781-7891.

$225 neat straight prof. woman over 35 will share gracious Richmond flat w/same 421-4346, 387-1683	$350 inc. util. 4 mo. sublease charming GARDEN STUDIO Pac. Hts. 921-6894	#300 Studio, Richmond area Garden apt. fee 552-8868
$225 4rm. Vict. B. Vista Park. Own BR, M/F. View Laundry. H/W floors. Sunny 626-1743.	$350 1 BR Elev. Laundry Util. incl. 1029 Geary. 771-7396	Unfurnished $175 small clean studio south of mark markt. $5 fee. 775-0730
225 M/F Buena Vista Pk. 2 BR 4rm. Vict. Sunny Hdwd. flors. View Laundry,387-5790.	$360 Pae. Hgts. 3rm. pool yd. Realtor $35 fee. 992-1040	Unfurnished $175, 2 rm. garage $25 Rent-A-Rental. Fee. 863-9840
$225 Sunset m/f nr. GG Pk./U.C. Hosp./trans. 564-8753	$385 up Nob Hill Studio Elegant Furn. Sec bldg. 771-2433	Unfurnished $185 studio nicely remod. W/w apts. lrg closets. Mission/5th St. 957-1207

HOUSING ABBREVIATIONS

DR = dining room
LR = living room
Kit = kitchen
Bath = Bathroom
Lg = Large
furn = furnished
appl = appliance
hw = hot water

H = Heat
avail = available
incl = including
cpt - carpet
gar = garage
nr = near
remod = remodeled
yd = yard

M/F = Male or Female
mo = month
rm = room
fee = have to pay
spac = spacious
vu = view
sgl = single
w/w = wall to wall carpet

Insert Page: 11.13

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " Finding a Place to Live ."

A. Understanding economic realities of renting

B. Identifying needs and expectations for housing

   1. How many people to a house
   2. How many rooms needed
   3. Furnished or unfurnished

C. Recognizing considerations in seeking a place to live

   1. Accessibility to services
   2. Ability to pay
      a. Utilities
      b. Rent
      c. Deposits
   3. Terms of the lease

- - - - -

A. Introduction

Questions

1. Do people in Laos (Cambodia, etc.) move (= change places of residence) very often?

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Finding a Place to Live

2. How do they find a new place to live? (NOTE: The instructor should make a list of the ways for future reference in this lesson.)

3. What do they consider (=what things do they think about) when they look for a new place to live? (NOTE: The instructor should make a a list of the things for future reference in this lesson.)

Finding a place to live in the United States is becoming more and more difficult for most people in most places. Places to live very greatly in cost from very cheap places to very expensive places. The extremes--the very cheap places and the very expensive places--are probably fairly easy to find. But most people are not interested in the extremes because the very cheap places are usually very bad and the very expensive places simply cost too much for most people. Thus, the places that are in the middle as far as cost is concerned are the most in demand and the most difficult to find.

(NOTE: The instructor should use the answers to the question above concerning "how" and compare the ways of finding a place to live as he explains the following section.)

There are three common ways of finding a place to live. These ways very accoring to cost, reliability, and convenience.

1. Asking the sponsor or a friend. This way is free and the most reliable. The sponsor or friend will probably make sure that it is a suitable place to live. However, it would be inconvenient for the sponsor or friend to spend much time in looking for a place to live.

2. Checking the advertisements in the newspapers. This way is also free (except for the cost of the newspapers), but not very reliable. The advertisements usually do not indicate truthfully the condition of the places to live. This way is convenient in the sense that a person simple sits and reads, but inconvenient in that he must travel around to look at the various possibilities.

3. Going to a real estate or housing agent. This way usually involves paying a fee, but is perhaps somewhat more reliable than newspaper advertisements. The man in charge of the agency wants to find a person to live in the place, and may be slightly untruthful in describing the place. This way is convenient in that the person looking for a place to live need only visit those places that may be adequate or suitable for him.

Questions

1. Is it easy or difficult to find a place to live in the United States?

2. What kind of places are fairly easy to find?

3. What kind of places are more difficult to find?

4. What are the three most common ways of finding a place to live?

5. Are these ways equally advantageous in terms of cost, reliability, and convenience?

6. Which ways are the cheapest?

7. Which way is the most reliable?

8. Which way is the most convenient?

B. Understanding economic realities of renting

Questions

1. In Laos (Cambodia, etc.) do people usually live in places that they rent or places that they own?

2. Which is better in Laos (Cambodia, etc.) --to rent a place to live or to own a place to live? Why?

3. In Laos (Cambodia, etc.), do most people own the places where they live or do they rent them? Why?

A place to live may be rented or may be bought. Renting means that a certain amount of money is spent every month with nothing visible to show for it. Buying means that at the end of a certain period of time the place to live belongs to the person living there. Obviously, buying a place to live is better than renting a place to live.

But buying a place to live involves several conditions that people who have only recently arrived in the United States may not be able to meet. For example, most places to live require a down payment and then the monthly paying of a mortgage. The down payment is often 10% to 15% of the total cost of the place to live. Recently arrived people often do not have enough money for the down payment. Furthermore, banks will usually not give mortgage loans to people they do not know, and they certainly will not know recently arrived people. Thus, people going to the United States to live should first expect to rent a place to live.

They should, at the same time, expect to save a certain amount of money each month so that they can buy a place to live as quickly as possible. Saving a certain amount of money each month--say, at least half of the cost of the rent--means that the person will fairly soon have enough money to make the down payment on a place to live. It also means that the bank will get to know him and will have a good opinion of him when he applies for a mortgage loan.

Questions

1. Can most recently-arrived people buy a place to live immediately

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in the United States? Why or why not?

2. Does everyone who works have the opportunity to buy a place to live, at least in the future?

3. What two conditions make it difficult for the newly-arrived person to buy a place to live in the United States?

4. How can the newly-arrived person help himself in the buying of a place to live?

5. What will happen if the newly-arrived person saves money regularly to buy a place to live?

C. Identifying needs and expectations for housing

Questions

1. How many people lived in your house in Laos (Cambodia, etc.)?

2. How many rooms did the house have?

3. Did everyone sleep in the same room, or were there several bedrooms?

4. If there were several bedrooms, how were the people divided according to each room(i.e.how slept in which room with whom)?

5. Did you have a lot of furniture in your house in Laos (Cambodia, etc.)?

When renting a place to live in the United States, a person must consider (= think about) at least three things: (1) how many people are to live there; (2) how many rooms there are; (3) whether the place to live is furnished or unfurnished.

1. Number of people. In some places in the United States, there are rules and regulations concerning the number of people that may live in one place. The first thing the newly-arrived person must do is to find out if such rules and regulations exist where he is going to live and what they are. If such rules and regulations exist, he must follow them, of course. If there are no such rules and regulations, he must consider the number of people that will live together with him. It is important to remember that in the United States it is not usual for a large number of people to live in only one or a few rooms. In general, the more people that live in one room, the lower the people are considered to be on the social scale.

2. Number of rooms. The number of rooms that a place to live has is not important in itself. The important thing is the number of bedrooms or possible bedrooms that are available for a family. In the

United States, in general, there are certain sleeping arrangements that are accepted as standard and deviations from these arrangements are often indicative of slum-like housing. For example, a single bedroom may be occupied by (1) parents with a very small child, (2) two to four brothers or sisters (but not both), no matter what the ages, (3) brothers and sisters, if they are very young, (4) grandparents with very young grandchildren. Combinations other than these are not socially acceptable if the family wants to be considered as not living in slum-like conditions.

The words "possible bedrooms" used above are important here. The person looking for a place to live should look at all the rooms and consider which could be used as bedrooms, even though they were not originally intended to be bedrooms. For example, an apartment or house may be advertised as having two bedrooms with a dining room and living room. It may be possible for the person to use either the dining room or the living room as a bedroom and thus have three bedrooms if he needs them. The only rooms that could not be converted to bedrooms are the kitchen and the bathroom.

Thus, the person looking for a place to live must consider the number of people that are going to live in that place and decide on the basis of the sleeping arrangements that are socially acceptable, how many bedrooms he needs.

3. Furnished or unfurnished. All places that are rented are either furnished or unfurnished. In the United States, however, the word "unfurnished" does not have the same meaning as it does in Thailand, for example. In Thailand, "unfurnished" means there is nothing in the house, but in the United States, "unfurnished" often means there is nothing but a stove and refrigerator in the place. In choosing between a furnished and an unfurnished place, the newly-arrived person must decide what items of furniture he must have and what the possibilities are of his buying them. In general, furnished places are more expensive than unfurnished places. Also, most Southeast Asians are already accustomed to sleeping and eating on the floor (whereas most people in the United States are not so accustomed), so an unfurnished place to live may be better for the newly-arrived person.

With the money he saves by renting an unfurnished place and by sleeping and eating on the floor as he is accustomed to doing, the newly-arrived Southeast Asian can slowly buy the furniture that is usually found in residences in the United States. Such furniture can be found at a very cheap price at several places: Salvation Army Stores, garage or yard sales, used furniture stores, etc. The newly-arrived person can then slowly accumulate the needed furniture.

For appearances' sake, the newly-arrived person should buy living room furniture first. Most visitors to a home in the United States enter only the living room and perhaps the bathroom, not the other rooms. In this gradual process of adapting to life in the United States, therefore, furnishing the living room in Western style takes priority over the furnishing of other rooms.

Questions

1. Should you expect to live in the United States in the same way that you did in Laos (Cambodia, etc)? Why or why not?
2. As far as the place to live in concerned, what three things must the newly-arrived person look for in the place to live?
3. Could it be possible that 10 people sleeping in one room is illegal in one place but not illegal in another?
4. According to the customs of the United States, which room of the place to live is the most important? Why?
5. Which room should be furnished first? Why?

D. Recognizing considerations in seeking a place to live

Questions

1. In Laos (Cambodia, etc.), when a person rents a place to live, does he think about where the market is? the school? the temple?
2. How much does a person who rents a place to live in Laos (Cambodia, etc.) expect to pay for rent? for utilities?
3. Are there often leases (= contracts) involved in renting a place to live in Laos (Cambodia, etc.)?
4. What information do the leases contain?

When a person looks for a place to live in the United States, there are three other things he must think about: (1) how close is the place to live to other important places such as stores, school, etc.; (2) can he afford not only the rent but other things such as utilities and deposits; (3) what are the terms of the lease, if there is one?

1. Nearness to services. Many cities in the United States, other than the very large ones, do not have very good public transportation systems. Many people have cars, so they do not need to use buses. Since the newly-arrived person will probably not have enough money to buy a car and since taxis are usually quite expensive, the newly-arrived person should try to find a place to live that is conveniently located. He or some member of his family will have to go at least once a day to the place where he works, to school, and to stores. Thus, the place to live should be as near to all these places as possible. If there is public transportation, the place to live should be near a bus route that reaches

these places.

2. Paying bills. The newly-arrived person must expect to have to pay certain bills every month. Among these are the rent, of course, and probably such utilities as electricity, water, gas, and telephone. The rent varies from place to place, while there are usually standard utility rates for a whole city. The newly-arrived person should try to find a place to live that does not cost more than about 25% to 30% of his income. As far as utilities are concerned, the basic rules is that the more a person uses them, the more he pays for them. Thus, the newly-arrived person must be sure to turn off lights and water when they are not being used, to use the telephone only when necessary, etc. In this way, he can keep his utilities bills down (= not have to pay much for utilities).

In renting a place to live, there may be some other charges that are paid only once. These charges are called deposits, of which there may be several kinds. (1) A person may have to pay one or two months' rent in advance. This deposit is usually considered to pay for the last and/or first months' rent. (2) A safety deposit, if there is one, would be used to pay for any damage the person does to the place. If he does no damage, this deposit would probably be returned to him. (3) A cleaning deposit, if there is one, would cover the cost of cleaning the place for new occupants if necessary. If the person keeps the place clean and leaves it clean, this deposit would also be returned to him.

3. Leases. Very often when a person rents a place to live, he must sign a lease--a contract or agreement that states the conditions for renting the place to live. Such an agreement usually states several things:

a. the length of time that the person is allowed to live in the place;

b. the amount of money to be paid each month;

c. the date for the payment;

d. the penalty for not paying on time;

e. any deposits that are required;

f. the conditions under which the deposits would be forfeited or returned;

g. the conditions under which the agreement can be broken;

h. the penalty for breaking the agreement under other conditions; etc.

Obviously, such an agreement is an important piece of paper. The newly-arrived person must be absolutely sure he understands everything in the lease before he signs it. If there is anything at all that he does not understand, he should not sign the lease. Once the lease is

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is signed, he cannot later say that he did not understand what he was signing.

Questions

1. In finding a place to live, what factors concerning the location of the place must be considered?
2. Would it be wise to take a taxi to work, to school, etc. every day? Why or why not?
3. What bills should the newly-arrived person expect to pay every month as far as his place to live is concerned?
4. What is the basic rule about using utilities?
5. How can the newly-arrived person help himself so that his utilities bills are not very high?
6. Name two kinds of deposits and explain what they mean.
7. Name 5 things that may be stated in a lease.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Finding a Place to Live ."

OBJECTIVES:

1. Student can demonstrate ability to judge the appropriate housing to suit his/her needs and ability to pay.
2. Student can demonstrate appropriate steps in locating housing.

UNIT 1

A. Economic realities of renting.
    1. Housing in expensive.
    2. Rent should be no more than 33% of take home pay.
    3. Amount of rent can be based on:
        a. Neighborhood.
        b. Age of the building.
        c. Amenities available.

B. Select appropriate size housing.
    1. There are limitations on number of people per unit.
    2. Size of housing needed is determined as follows:
        a. Husband and wife should share a bedroom.
        b. Two to three small children of different sexes can share a bedroom.
        c. Older children (say over 12 years of age) of different sexes should not share bedrooms.
    3. Type of housing.
        a. Rooming house--renter share common kitchen and bath facilities.
        b. Apartments--several or many families occupy one building.

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   - c. Flats--each family has a separate entrance or address in a building where there are one or two units per story.
   - d. Houses--a single family occupies a separate building.
   - e. Trailers--a mobile single housing unit.

4. Furnished or unfurnished.
   - a. Furnished housing costs more.
   - b. The main advantage of furnished housing is not having to buy everything all at once.

TEACHING METHODOLOGY

UNIT 1

Have the students list the sex and age of family members that will be living with them and then decide how many rooms they will need.

Put up sample floor plans on the board and ask different students if it is suitable for their needs; why and why not.

UNIT 2

Objective: The student can demonstrate the appropriate ways to find housing.

A. Considerations in finding housing.
   1. Determine the type of housing wanted/needed.
   2. Determine the area where one wants to live.
      - a. Near work.
      - b. Close to shopping.
      - c. Close to school for children.
   3. Determine the amount of rent one is capable of paying.
   4. Know the number of bedrooms needed.

B. Ways of locating housing.
   1. Check with sponsor or employer.
   2. Want ads.
      - a. Newspaper.
      - b. Supermarkets.
      - c. Bulletin boards.
   3. Through a real estate agent. (Normally more expensive because they charge a commision.)

C. Always check over the housing carefully before renting.

1. Does it have the right number of rooms.
2. Is the equipment in proper functional order.
3. Check security.
    a. Does it have good locks.
    b. Is it easily accessible from the ground floor.

TEACHING METHODOLOGY

Have the students go over some sample ads and explain whether each of one the ads would suit their needs, i.e.

1. Does it have the right number of bedrooms?
2. Can they afford the rent?
3. Is it near transportation or shopping?

HOUSING

Waste and Garbage Disposal

Purpose: Introduce waste and garbage disposal in America.

A. Trash Disposal in the Home

1. Separating trash
2. Wrapping trash or using a disposal
3. Using drains and sinks
4. Separating throwaways from returnables

B. The Bathroom and Toilet

1. Flushables
2. Diapers and their disposal
3. Feminine napkins and their disposal

C. Trash Outside the Home

1. Garbage pick-ups
2. Restrictions on burning trash
3. Cleaning up around the house
4. Littering

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 29 - "Tenant/Landlord Responsibilities."

*Save the Children Federation, Experiment in International Living, and World Education

Food and Housing--Lesson 8

Activity: Renting a house or apartment

Objective: Learners can tell if they violate or do not violate the terms of a given rental agreement.

Preparation: Day One - Bring sample rental agreement (a copy for each learner). Bring pictures relating to rental agreement. Bring newsprint and felt pens. Either collect rental agreements at the end of class or ask learners to bring their copy for tomorrow's class.

Day Two - Bring sample rental agreements or ask learners to produce their copy. Bring pictures relating to rental agreement. Bring enough GO and STOP signs for each group.

Procedures: PART ONE - DAY ONE

1. Divide the learners into groups. Choose a literate member for each group. Give each group newsprint and a felt pen.
2. Tell learners to imagine that they are going to leave the village for a year. Someone else will live in their house. Ask the learners to list what they will ask the person who will live in their house to do. What will be the responsibilities of the person who will stay in the house? What should he/she do? What shouldn't he/she do? (Allow 10 minutes).
3. Ask the learners to report the list. Discuss why they made their suggestions. (Allow 10 minutes)
4. Ask learners to remember the story of Mr. Blue and Mrs. Pink. Ask: When the arrived in America, what kind of housing arrangements did they have? What did they live in? What is the difference between a house an apartment? Who found the apartment? Did they buy or rent it? What does it mean to rent an apartment? How much did they pay each month? (Allow 10 minutes)

5. Explain that in America many people rent apartments. Like Mr. Blue and Mrs. Pink, tell them that they will probably rent an apartment, too. Explain that when someone rents an apartment, he/she signs a rental agreement. A rental agreement is an agreement with the owner of the apartment. You agree to pay money in exchange for living in the apartment. You agree to accept certain responsibilities and the owner agrees to accept certain responsibilities. All of the responsibilities are stated (written) in the agreement. In the beginning, when you arrive, the sponsor will sign the agreement. But you must follow the rules of the agreement. Ask the following questions:

   a. What will you probably live in when you arrive in America?
   b. Who will find the apartment for you?
   c. What did the sponsor sign?
   d. What is a rental agreement?
   e. What will you have to follow?
      (Allow 10 minutes)

6. Show sample Renter's Agreement. Read it. Read one section at a time. Ask interpreter to hold up a picture relating to the section you are reading. After each section, ask the following questions:
   Section 1. (Ask each learner who answers to show (use) the picture).

   a. When is the rent payable? (Learners answers using the picture).
   b. Who pays the rent?
   c. What else do you pay when you rent?
   d. Will the security deposit be returned?
   e. Who do you give it to?
   f. What happens if you leave the apartment before the agreement ends.

   Section 2.

   a. Who must clean the apartment?
   b. Who disposes of the trash? How do you do it?
   c. What shouldn't you put down the sink? down the toilet?
   d. Who repairs the toilet? the sink? the electrical wires?
   e. Under what conditions wouldn't the company pay for repairs?
   f. Are animals allowed in the apartment?

   Section 3.

   a. Who is responsible for the behavior of the children?
   b. Will other people be living near you? What must you respect?
   c. What is a reasonable time to turn off or turn down the radio or TV?

Activity: Renting with Regards to Housing

Section 4.

a. Can you invite many people to live in your apartment?
b. Who must agree to accept others to live in your apartment?
c. For how long can you invite people to stay in your apartment?

Section 5.

a Should you smoke in bed?
b. Who cleans the carpets? When?
c. Who pays for serious damage done to the apartment?
d. Who pays for normal damage?

Section 6.

a. Who pays for the electricity? the telephone?
b. Who pays for the heat? Water? Garbage-collection?

Section 7.

a. How many days notice must you give if you want to leave the apartment?
b. How must the notice be given?
c. What happens if you leave without giving notice?

Section 8.

a. Who do you call if you have a problem?
b. Which place do you call if you need repairs?

Ask: What must you do if you agree to the terms of the Renter's Agreement? Remember to tell learners that this is only a sample agreement. Not all agreements are like this one. Some are different. But they must be aware of the terms of whatever their particular agreement is.

7. They should not sign any agreement until they understand everything in agreement.

8. If time, show pictures relating to Renter's Agreement. Ask different learners to come up and explain pictures.

PART TWO - DAY TWO

1. Ask: what did we talk about yesterday? Allow many learners to participate. Show Renter's Agreement; ask: What is this? Pass out their copies or ask them to produce them. (Allow 5-10 minutes)

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2. Show pictures relating to Renter's Agreement. Ask different learners to come up and explain each picture. After they have explained the picture for Section 1., then read Section 1. from the Renter's Agreement. Continue this activity until you have reviewed the agreement. (Allow 20-30 minutes).

3. Divide the learners into groups. Give each group a STOP and GO sign. In front of the class hang up the pictures relating to Renter's Agreemetn.

4. Tell the learners that you are going to read a situation. If the situation violates the Renter's Agreement, they must hold up a STOP sign. If the situation does not violate the agreement, they should hold up a GO sign. After whatever sign they hold up, ask a learner to come to the front of the room. Ask him/her to point to the picture that relates to the situation you have just read. Also ask the learner or others to explain why the situation violates or does not violate the Renter's Agreement. Begin by reading the following situations, one at a time:

   a. Today is the 10th day of the month. You haven't paid this month's rent.
   b. It is 10 P.M. The radio is on. You are listening to music.
   c. The company does not want to pay for repairs for the toilet.
   d. You received a water bill. You do not pay it.
   e. The carpets are very dirty when you arrive in your new apartment.
   f. You have a beautiful little dog in your apartment.
   g. You and your family do not want to clean the apartment.
   h. You move to another apartment. You gave 30-days written notice.
   i. Your wife burned the floor with a fire. You must pay. You refuse.
   j. The children broke a window. The company sends you a repair bill.
   k. You put empty cans and bad food in the trash basket.
   l. Fifteen people are living in your apartment.
   m. The electricity is not working. You call the Maintenance Department.
   n. You received a telephone bill. You do not pay it.
   o. A friend is staying two days at your apartment.
   p. It is 12 P.M. you have many friends over, making a lot of noise.
   q. An electric bulb has burnt out. You want the company to change it.
   r. You have been in the apartment a year. The walls are dirty. They need painting. You call the company to do it.
   s. Plaster is falling from the walls.
   t. There are rats in the apartment.

(Sample)
ACME RENTAL COMPANY
Renter's Agreement

1. Rent is payable on the first of each month.
   Rent is paid in advance.
   A security deposit equal to one month's rent must be paid in the beginning.
   The security deposit will be returned when renter leaves provided renter does not break the agreement, or damage property.

2. The renter is responsible to keep the apartment clean.
   Trash must be disposed of properly.
   No oil or solid foods may be put down the sink.
   The company will make repairs of toilets and sinks unless misused.
   No pets (animals) are allowed in the apartment.

3. The renter is responsible for the control of his/her children.
   The renter must not make loud noises and must respect quiet hours after 11 p.m.

4. The apartment is rented only to the number of people specified in the agreement.
   The company must agree to accept any other people living in apartment. Occasional overnight guests are welcome to stay.

5. The company asks renters not to smoke in bed.
   The company will clean carpets before renter occupies the apartment.
   The renter will pay for damages done on or in the apartment.
   Normal wear and tear of apartment is not considered damage.

6. The renter must pay electric and telephone bills.
   The company pays heat, water, and garbage-collection bills.

7. The renter must give 30-days notice in writing before moving from the apartment.

8. If renter has a problem or question, he/she should telephone?
   Business Office: 877-3547.

If you agree to the terms of this Renter's Agreement, please sign below and return one copy to the renting agent. Thank you.

____________________ Date

____________________ Signature

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Tenant/Landlord Responsibilities."

OBJECTIVE: Students will be able to describe common responsibilities of both tenant and landlord.

UNIT 1

A. Responsibilities of the tenant.

1. Paying rent on time.
   --A penalty is often imposed when the rent is paid late.
2. Keeping the house clean.
3. Keeping the area immediately around the house clean.
   a. Do not litter the yard.
   b. Do not leave things in common hallways.
   c. If there is a yard, keep the yard mowed and the lawn trimmed.
4. Always ask for permission before making any alterations or repairs.
5. Respect the rights of the neighbors.
   a. Privacy.
      --Do not read other people's mail.
   b. Keep the noise level down. Neighbors should not be able to hear what's going on.
   c. Respect other people's property rights. No trepassing.
      --Children should play in a public park or in their own yard. Unless specifically invited they should not be in the neighbor's yard.
6. Tenants must replace light bulbs.
7. Tenants must comply with city ordinances and state and national laws.

B. Responsibilities of the landlord.

1. Landlords are generally required to provide maintenance services for:

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1. Landlords are generally required to provide maintenance services for:
    a. Plumbing.
    b. Heating and cooling systems.
    c. Exterior property care such as walls or roofs.
    --In housing with yards, it is frequently the responsibility of the tenant to maintain the yard.
2. Landlord frequently enforce rules regarding:
    a. Parking.
    b. Garbage disposal.
    c. Use of special facilities.
    d. Peace and quiet of the residence area.

C. Other rules that may be encountered by renters.
1. Some buildings will not rent to people with children.
2. Some buildings do not permit pets.
3. Nothing may be hung outside, such as laundry.
4. Garbage cans can only be left out on garbage pick up days only.
5. No television antennas may be installed on the outside.

UNIT 2

A. A lease is a legal contract; an agreement between the landlord and the tenant.
1. Never sign any legal documents unless you understands all the terms of the contract.
    a. Always sign with your full name, not just your first name.
2. If you don't understand any part of the lease, have someone explain it to you.

B. Not all leases are the same. Items included vary from contract to contract.
1. Full name of the tenant.
2. Address of the property being rented.
3. Length of the lease: 6 months, 1 year, etc.
4. Amount of the rent.
    a. Rent may or may not include utilities.
    b. Often it does not include the telephone.

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5. Security deposit--an amount held by the landlord to cover damages that may be incurred by the tenants.
    a. The amount of deposit will vary from place to place. Some landlords will want a full month, some only a portion of a month's rent.
    b. In some instances, the landlord will permit a tenant to use the security deposit as part or all of the last month's rent.
    c. In some states, landlords are required to deposit the security deposit in an interest bearing account. When the tenant moves, the landlord is obligated to return the deposit with interest if there was no damage.
    d. If a landlord wants to withhold a part or all of the deposit for damages, the tenant can ask for a written list of damages claimed.
6. Number of persons allowed in the unit. Normally limited to members of the family (husband, wife and children)
7. Termination clause indicates when a lease will expire.
8. Some contracts will also indicate under what terms the landlord will renew a contract.
    a. It will indicate whether the rent will be raised or it will remain the same.
    b. It will indicate the length of the new contract, month to month, six months, etc.
    c. It will indicate whether the landlord will do any redecorating or refurnishing.
9. A co-signer will frequently be required.
   --A co-signer is someone who will be held responsible if the tenant fails to pay the rent or damage the unit.
10. Breaking the lease. When a person wants to move out before the completion of the lease, one must break the lease. The lease normally contains the following:
    a. The number of days of notice one must give to the landlord.
    b. The penalty one must pay. This may be one or two months rent.
    c. Some may allow a tenant to sublet. Subletting means that tenant can rent to someone else to complete the contract. Some landlords strictly forbid the use of subletting.
11. Moving out.
    a. The place should be throughly cleaned and all garbage disposed of.
    b. If nails or holes have been put into the walls, they should be removed and the holes filled in.

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   c. Put everything back the way the landlord had it.
   d. Notify the landlord (according to the contract) of your move-out date.
   e. Do a walk through with the landlord to see if he plands to claim any damages. This way you could avoid paying damages and fix it up yourself.
   f. Turn in all keys to the landlord.

Teaching Methodology

Role Play

The teacher or a volunteer should play the role of the landlord and the student as the prospective tenant. The objective of the role play is to show the students what the house hunting process is like.

1. Stress the fact that they will not always have an interpreter, so they should do as much as possible in English, by using written messages, their hands, or simply pantomime. They should try to get their message across and not rely on an interpreter.

2. The following points should be covered.
   a. House hunting.
      1. How many bedrooms are there?
      2. How many are in the family?
      3. How many rooms are needed?
      4. Is the unit near school or shopping?
      5. Does the tenant have a steady source of income?
      6. Does he have a co-signer?
      7. Is the unit furnished or unfurnished?
      8. Does the rent include utilities?
   b. The lease.
      1. How much is the rent?
      2. How much is the security deposit?
      3. How long is the lease?
      4. How much notice does one have to give if the tenant decides to move out early?
      5. What are the renewal terms? Can the unit be sublet?

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UNIT 1

Objective: Students can understand ways to dispose of garbage in the U.S.

A. Waste Disposal.

1. In most urban areas, garbage is picked up by city authorities on specified days.
2. In some urban and rural areas, garbage collection is by private agency. You may have to pay for this service.
3. All garbage placed outside the home for collection must be in covered cans, or wrapped up in plastic bags.
   a. Garbage should only be placed outside on the collection day.
   b. Keep lids on all outdoor garbage cans, so that animals won't get into them.
4. Many apartment buildings have garbage chutes or other means to dispose of your garbage. Check with your landlord.
5. All garbage inside the home should be wrapped and covered. Garbage should not be burned either in or outside of the home.

HOUSING

Tenant/Landlord Responsibilities

Purpose: Acquaint the student with common responsibilities of both tenant and landlord.

A. Responsibilities of the Tenant

1. Paying on time (and related penalties such as late fees)
2. Keeping housing clean (inside/outside)
3. Damage deposits and responsibilities
4. Following the rules concerning the number of occupants per housing unit
5. Giving notice before moving
6. Asking permission before making alterations or repairs
7. Respecting neighbors' rights
    a. Privacy
    b. Noise and quiet times
    c. Trespassing

B. Responsibilities of the Landlord

1. Providing for general maintenance
    a. Plumbing
    b. Heating and cooling
    c. Exterior property care
2. Enforcing rules (such as parking, use of facilities)

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 30 - " Waste and Garbage Disposal."

*Save the Children Federation, Experiment in International Living, and World Education

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Activity: WASTE and GARBAGE--Where it comes from; Where it goes

Objective: The learners can identify ordinary waste and garbage disposal systems in village, camp, and USA.

Materials:
Part I: Pictures, small bags, large trash bag or can
Part II: Small toilet or picture of western toilet
Part III: Brainstorm list, scale-model house, newsprint, felt pens, rods
Part IV: ----------------

Procedure:

Part I: 1) Open the lesson by choosing among one of the options to start the lesson:

CHOICE A: Give each student a small plastic bag and ask them to go outside and pickup some trash (if small bags are not available just have learners pickup some trash in their hands).

CHOICE B: Throw some trash out onto the floor in the middle of the classroom for an attention getter.

CHOICE C: Bring some pictures of garbage and waste to show your class.

If you are using Choice A or Choice B, then have your students put all the collected trash in a large trash bag.

2) Lead a discussion with questions like,

Why is there trash in the camp?
Where should we put this bag of trash?
What kinds of things do people put in trash can?
What will happen to the trash after it is put in the trash can? What will happen next?
What would happen if there were no trash cans in the camp?
How do you feel when there is a lot of garbage around the classroom?
What do you do with garbage in the classroom? in your house?

Part II: 3) Show your learners a model toilet (or draw a picture of one on the board and ask your learners to identify the picture).
Lead a discussion about toilets and waste,

What happens to the sewage in the camp?
Have you seen the large trucks in the camp? What is their function?
What would happen if there were no toilets in the camp?
What would happen if the COEER trucks did not pump out the collected waste?
Where you lived before was there a septic tank? a public sewage system?
Are there places where it is not approprite for personal relievement of human waste?

Part III: 4) Present the following list (perhaps brainstorm more items with other teachers in your training group)

egg shells
banana, orange peels
soft drink bottles
beer bottles
can or bottle tops
old tires
left-over food
old furniture
waste paper
old boxes
urine, feces
old clothes
dirty diapers
used cooking oil
old newspaper
grass cuttings

This is the list of items that might be considered garbage or waste by some people. If your students cannot read well, the list should have picture as well as words (or the list should be prepared in the learners first language). Ask your learners to look at the list and to think about life in______________. Lead a discussion about the list. Include these questions, and others you find appropriate:

Which of these things can be used again? How can they be used?
Which of these things must be disposed of (thrown away)?
How are each of these disposed of in__________?
What is done in the camp?
Of the things which must be disposed of, what would happen if they were left alone?
What are the dangers of not disposing of garbage and waste?
How is the situation different in a small village, Where there are only a few people, and the camp, Where there are many people?

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5) Present the scale-model American-style house. The house should include: kitchen furniture and cabinets, bathroom furniture and toilet, waste baskets, and trash cans outside the house. If you do not have scale-model trash cans, you can use small plastic film cans, small plastic medicine bottles, or small paper cups.

Briefly and clearly explain the different places in an American house where waste or trash is disposed of, including: waste basket under the sink or some where in the kitchen; waste basket in the bathroom; toilet.
Explain what happens to waste after it is put in each of these places. Explain about garbage cans outside the house. Also point out some houses have garbage disposals. Make sure all learners can see the model house.
Ask questions like,

> After the waste baskets are full, where does the trash go?
> After the trash pickup takes the trash away, where does it go?

At this point you might explain that there is trash pickup service in many areas (either private, public, or both) and there is a varying cost involved. Also, that burning trash is not allowed in most places.

6) Divide the learners into groups. Pass out newsprint and felt pens (or use rods on top of newsprint on the floor). Ask the learners to draw or construct an American style house. Help everyone get started.

7) Ask the learners to look at the list again.
Next to the house they should draw or write some of the waste and garbage items from the list.
Give help where needed.

8) Ask the learners to draw arrows from each waste or garbage item to the place in the American house where it should go. Help anyone who has trouble getting started. Be sure your teacher aide has made the instructions clear.

9) Ask all groups to report. Of there are any mistakes ask other learners to help. Say, "Some things are correct here, but some things are not correct. Can you show which is not correct?" Then let the first learner make the correction, according to the advice of his friend.

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PART IV: Decide upon effective ways to present each of these situations:

A) Several friends (Bill, Mary, John, Sue, Larry) are driving to school in Bill's car. Some of them are eating their breakfast in the car. Sue rolls down the window of the car and throws her paper wrappers and leftover food onto the road.

Would this happen where you came from?
Would this be okay?
Do you know what littering is?

B) Mr.__________, Mrs.__________, and their child__________ are newly arrived refugees. Their sponsors Mr. & Mrs. Jones plan to leave town for two days and ask the __________family to stay in their house while they are gone. The Jones have a garbage disposal in their kitchen sink. Mrs.________ is not familiar with the garbage disposal so she puts in bottle tops, a plastic cup, a spoon and accidently flips the switch on without running the water.

What would you say if you were the sponsor when you returned?
What kinds of things should you put into the garbage disposal?

C) Mr._________planned a big family gathering at his home. He had many of his relatives over for a picnic on Wednesday evening. It was very late when his guests left and Mr.__________was very tired. Thursday morning was the trash pickup day in his neighborhood, so he put the trash & garbage in front of his house, but not in large trash bags or cans. It was a windy night and the trash flew into his neighbor yard.

What will he do in the morning?
What could Mr._________have done to avoid this situation?
If you were his neighbor how would you react?

D) Sam and Diane will be going on a two week vacation. They had chicken and corn on the cob for dinner the night before they left. When they cleaned up the kitchen that night they threw the chicken bones and corn cobs into the kitchen waste basket. They were in a rush the next morning to leave and did not take out the trash.

What will happen?
How could this be avoided?
What will Sam and Diane have to do when they return?

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson "Waste and Garbage Disposal."

A. Introduction

Questions

1. In Laos (Cambodia, etc.), what did you do with the parts of vegetables, for example, that were not used in cooking or for food?
2. What did you do with leftover food that could not be eaten?
3. What did you do with household utensils (for example, dishes, pans, etc.) that were broken and could not be used any longer?
4. Did you have a special place to throw away unusable things? Where?
5. Did you have special containers in which to put garbage and trash?

The United States is a very large country made up of 50 states. Many laws differ from one state to another. However, all states probably have rules and regulations concerning trash and garbage. In some areas of large cities in the United States, trash and garbage are thrown anywhere--inside as well as outside the building in which the people live. However, for most of the United States, the people are quite careful about getting rid of trash and garbage. Most people in the United States are very conscious of smells, especially bad smells. For this reason, they buy a lot of things such as deodorants, etc. But they are also very conscious of smells in the house--in their own homes and in the homes of other people. Therefore, newly-arrived people must be aware of how to take care of their trash and garbage.

Questions

1. Are there laws about trash and garbage that are the same for all people in the United States?
2. Does each state in the United States have laws about trash and garbage?

3. If you want to know what the laws about trash and garbage are where you live in the United States, what must you do?

4. What is one thing that bothers most people in the United States?

5. How can you avoid having bad smells in your home in the United States?

B. Trash disposal in the home.

Questions

1. Did some people in Laos (Cambodia, etc.) ever keep their trash or garbage in the home?

2. What would you think of such people?

3. Would you like to visit their homes?

4. What happens when trash and garbage are kept in the home? (answer: bad smell, but also bugs such as cockroaches and mice, etc.)

In the United States, there are many ways of taking care of trash and garbage in the home. The rules and regulations concerning the disposal of trash and garbage differ, sometimes greatly, from one place to another. In fact, sometimes the people who collect the trash and garbage have different rules from one agency to another. In this lesson, there is time only to indicate some of the possible rules and regulations involving trash and garbage and to present some suggestions that the newly-arrived person can follow no matter where he lives in the United States.

1. Separating trash. Trash may be disposed of in several ways in the United States, so it is a good idea, first of all, to separate the trash that accumulates in the home. In this way, the trash can be disposed of in the most appropriate way.

The first level of separation, which is the most obvious one, is the separation of food and non-food trash and garbage. Food garbage include at least leftover food that cannot be eaten and the parts of vegetables, etc., that cannot be eaten. Non-food trash and garbage includes such things as broken dishes, cans, bottles, paper, etc. In a few places, especially in small towns, there is no need to separate these kinds of garbage, but in most places, the garbage collectors, if not the rules and regulations of the place, require that they be separated.

2. Using drains and sinks. In general, nothing should be disposed of in the sink. Even little things, such as grains of rice--and especially grains of rice--will get stuck in the drain and become clogged so that not even water will go through. In the bathroom, hair will clog the drain very quickly, so it should not be flushed down the drain, either.

3. Wrapping trash and using a disposal. Food garbage should be wrapped and put into a covered container until it is removed from the kitchen. If the kitchen sink contains a disposal unit, however, a second separation of garbage is possible.

A disposal unit is an appliance that chews up food waste into small pieces so that it can be flushed down the drain with no danger of the drain becoming clogged. Thus, if there is a disposal unit, the food garbage can separated into those things that can be put through the disposal unit and those things that cannot. Among the things that cannot be put into the disposal unit are such things as bones and certain kinds (but only a few kinds) of vegetables. The newly-arrived person who has a disposal unit should find out exactly everything that cannot be put through the disposal unit. These things should be wrapped and put into the covered garbage can in the kitchen and then taken outside to the larger garbage can.

4. Throw-aways and returnables. The final step in the separation of trash and garbage concerns the non-food trash. In this kind of trash, there are two major kinds: that which cannot be used again at all and that which may have some value. Some bottles, for example, may be returned to the store because a deposit has been paid on them. Such bottles should be separated from those that cannot be used again at all. Some kinds of cans may be recycled (that is, taken to a certain place and made into something else). Those that can be recycled should be separated from those that cannot. In some places, used paper can also be recycled.

In general, with non-food trash and garbage, the newly-arrived person should find out, from his or from his neighbors, how trash and garbage are handled in the area in which he lives and what things in the trash and garbage may have further uses.

Questions

1. Is all garbage and trash usually disposed of in just one way in the United States?

2. What are the two main kinds of trash and garbage?

3. Must everyone in the United States dispose of garbage in the same way?

4. What is the best way of finding out what to do with trash and garbage in the area where you will be living in the United States?

5. What is the first general step in the disposing of trash and garbage?

6. Are food and non-food garbage disposed of in the same way?

7. How is food garbage disposed of usually?

8. Why should food garbage be wrapped and put into a covered container? (answer: avoid smells and insects, etc.)

9. Is all trash and garbage useless?

10. Give two examples of trash and garbage that may be useful.

C. Trash outside the home.

Questions

1. In Laos (Cambodia, etc.), who was responsible for keeping the area around the house clean?

2. Were there large containers to put trash and garbage in?

3. Were trash and garbage collected regularly? How often?

4. Who collected it?

5. Could people in Laos (Cambodia, etc.) burn their trash and garbage?

6. If so, where did they burn it?

If a person lives in a house in the United States, he is responsible for keeping the area around the house clean. Not everyone in the United States keeps the area around his house clean. Some people let trash and garbage accumulate. But such people are often looked down upon by other people. Sometimes there are laws concerning keeping the area around the house clean, so the newly-arrived person must find out from his sponsor or his neighbors if there are any such laws and what they are.

People living in apartments usually do not have to do anything outside the apartment building. They usually do have to take care of the area outside their own apartments. Again, there are people who do not take care of the area outside their apartments, and again these people are looked down upon.

In general, there are two things that apply almost everywhere in the United States, except perhaps for very small towns. These things concern the collection and burning of garbage.

1. The collection of garbage. Almost all places in the United States have a system of garbage collection. This system may be operated by the government of the place or by a private company. In either case, the responsibilities of a person are probably the same. First of all, garbage to be collected is usually kept in a large covered container. Now it is usual to put a large plastic bag inside the container. This bag helps keep the container clean and is easy to take to the edge of the road to be picked up by the garbage truck. Second, many garbage collection agencies--whether government or privately operated--require that garbage be separated into different kinds. The newly-arrived person should find out from his sponsor or from his neighbors what the requirements are in his neighborhood.

2. The burnings of trash and garbage. In many places, and especially in large cities, the law forbids anyone to burn trash or garbage in the area of his home. The best thing to do is not to burn anything outside the home. Again, the newly-arrived person can find out from his sponsor or his neighbors if things such as fallen leaves can be burned.

Questions.

1. Does everyone in the United States keep the area around his home clean?
2. If a person in the United States do not keep the area around his home clean, what do other people usually think of him?
3. Why should trash and garbage be kept in closed containers outside the home?
4. Is it absolutely necessary to use a large plastic bag inside the garbage can outside the home?
5. What are two advantages in putting a large plastic bag into the garbage can?
6. Is the turning of trash and garbage prohibited everywhere is the United States?
7. What is the best way of finding out the right ways of handling trash and garbage in the place where you will live in the United States?

D. The bathroom and toilet

As explained already, nothing should be flushed down the drain

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of the bathroom sink--and the drain of the bathtub also--but water. In both cases, things even as small as human hair will cause the drain to clog up. Unclogging these drains, especially the bathtub drain, is quite difficult and may be very expensive also.

The important thing to remember about using a toilet is that only human waste and toilet paper may be put into it. Nothing else--not even things such as Kleenex tissue or cigarette butts--may be flushed down the toilet.

Such things as disposable diapers and feminine napkins must never be flushed down the toilet. They should be put into plastic bags and then put into a closed container. This container should be emptied regularly into the large garbage can outside the house.

EMPLOYMENT

American Attitudes Toward Work

Purpose: Introduce American attitudes toward work.

A. Considering Realistic Expectations: Success through Upward Mobility

   1. Taking entry level jobs
   2. Getting higher paying jobs

B. Finding Jobs

   1. Sponsors
   2. Friends
   3. Employment agencies

C. Considering the Concept: "Time is Money"

   1. Hourly pay rates
   2. Time use and time waste

D. Separating Work Time from Leisure Time

   1. Intensity of work time
   2. Need for relaxation

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium * in Thailand.

This material was developed for use in the presentation of the information in Lesson 15 -- " American Attitudes Toward Work."

*Save the Children Federation, Experiment in International Living, and World Education

A. Realistic expectation: success through upward mobility

1. Taking entry-level jobs--how some Americans feel
   - a. Refugees should be satisfied to take any job--an entry-level job, then work their way to a better job by building a good work record
   - b. Everyone who is able should work. Those who do not work and depend on the government are a burden on society.
   - c. Anyone who starts from "the bottom" and works his/her way to success is a hero
   - d. Many refugees expect too much from America--these are difficult economic times
   - e. Minority groups and others fear that refugees will take their jobs (opinion of some)
   - f. Not all Americans hold the above opinions--you will meet all kinds of characters

2. Getting higher paying jobs--how many Americans feel
   - a. An employer wants to see a good work record before hiring anyone for a good job
   - b. Anyone who builds a good work record at an entry-level job will be rewarded by pay increases, promotion, or the chance for a better job
   - c. This is how most people become successful in America--they climb the "ladder of success"

B. Finding jobs

1. Sponsors
   - a. Usually, your sponsor or sponsoring agency will expect you to work, and will help you find a job
   - b. Sometimes a program of work and study can be arranged. You can work part of the day, and study ESL/CO, or learn a work-related skill, during another part of the day

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c. You must help your sponsor or sponsoring agency by showing a willingness to accept work, and a readiness to provide employment information

2. Friends

   a. When one refugee does a good job, an employer is often willing to hire another
   b. You can help others who follow you by building a good work record wherever you work

3. Employment agencies

   a. Sometimes the state or local government, or private agencies, have job-finding services. Ask your sponsoring agency
   b. Any MAA in your area may be able to help you find a job (More about MAA's later)

C. Considering the concept: "time is money"

1. Hourly pay rates--how many Americans feel

   a. A full week is 40 hours, 8 hours per day for 5 days
   b. Everyone should work hard for their pay, but not too hard
   c. An employee should receive overtime pay for anything over 40 hours

2. Time use and time waste--how most Americans feel

   a. Wasting time is the same as wasting money
   b. Working time--money-making time--takes priority over almost any social engagement
   c. One should keep busy, or at least look busy, during working time
   d. Talking and joking a lot, reading the newspaper, eating doughnuts with coffee, talking to friends on the phone, staying out to lunch too long; these are common ways to "waste time" during working hours

D. Separating work time from leisure time

1. Intensity of work time--common attitudes

   a. Friendship on the job and the job itself are both important--but the work itself comes first
   b. On the job, you should think of yourself, "look out for number one", before considering your coworkers
   c. Only a fool would refuse to take breaks during working hours, but too many breaks will get you into trouble

2. Need for relaxation--how many Americans feel

   a. Everyone waits for the weekend; Monday is a bad day, Friday is a good day
   d. You might see your co-workers after hours, but it's not necessary. Some of them you may not want to see. Some Americans socialize with co-workers, some do not
   c. It is not good to bring your work home, neither things to do nor worries
   d. Anyone who seems sluggish or bored with their work probably "needs a vacation"

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 15 - " American Attitudes Toward Work."

*Save the Children Federation, Experiment in International Living, and World Education

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Purpose: Introduce American attitudes toward work

Objective: Given a presentation of common American attitudes toward work, learners can point out similarities and differences between those and their own attitudes

Preparation: Study the content in the outline. Find information about points you are unsure about. You can check with the information in the CAL publication EMPLOYMENT.
In your training group, decide upon an effective way to present the content. Discuss which activities will help the learners reach the objective.

Suggested Activities: (Select or adapt as appropriate)

1. Present the content in the manner decided by your training group.

2. Ask several learners about their friends and relatives in the USA. How do Americans feel about refugees working in the USA? How do they feel about those who do not work?
As a group, compare the information the learners have already with the information in the outline.

3. Find some volunteers to role play ordinary Americans. Students or teachers can act as newspaper or TV reporters. Ask the ordinary Americans their opinions about refugees working in America.

4. Prepare some problem situations, or case studies of cross-cultural incidents, which relate to attitudes toward work. These should be real or fictional incidents with possible conflicts in attitudes.
Role play the situations and ask the learners what they might do in the same situation. Here are some ideas to get your thinking started:
    a. Bot wants to be an electrician. A friend of the sponsor offers him a job as a janitor.

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b. Lek did not expect to work in America. She has always stayed home to take care of the house and children. Now she finds many people expect her to work. She is not sure what she can do.
c. Pom has worked as a house painter for six months. He wants to be an auto mechanic. He is becoming impatient.
d. Nut cannot understand why the people at work seem unfriendly. They do not talk much, and no one seems to enjoy joking and laughing. She wants to find a job where there is more fun.
e. Waow's cousin arrives from another state. Waow decides she will not work for the next two days.

5. Prepare the open-ended story "Two Lives in America" from World Education's Open-Ended Story. Skills Assessment lesson. Present the story. Ask learners to discuss the attitudes expressed in the story, compared to common American attitudes.

Discussion Topics:

1. Sometimes it is difficult for refugees to work in America. However, many thousands are now working. Many are supporting themselves and their families, without depending on the government. Why do you think so many are successful? What do you think it takes to be successful in the job market in America?

2. What kinds of things can you do now, during your study in the camp, that will help you to get a job in America?

3. What does it take to build a good work record?

Evaluation:

1. Ask closed-ended comprehension questions on the content in the outline. Record the results.

2. Ask the learners to brainstorm a list of American attitudes toward work. Ask the group to identify any that might cause a problem for refugees going to America, Discuss solutions.

3. Divide the learners into two groups. One should list common attitudes toward work in their own country. The other should list American attitudes, as they learned them in this lesson. The whole class can then compare the lists and discuss similarities and differences.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " American Attitudes Toward Work."

American Attitudes Toward Work

Objectives of the Lesson:

1. Students can demonstrate understanding of the concept of "upward mobility" and its implications to employment opportunities.

2. Students can describe ways to find a job and some general attitudes toward employment.

UNIT 1

Objective: Students can describe realistic expectations toward employment in America.

A. Taking entry level jobs and concept of "upward mobility."

1. "Upward mobility" concept - individuals have to continuously improve their economic or employment position.
    a. It means working up through different levels of a particular job or organization.
    b. Some people will start at the beginning level in an organization and work hard for promotion within the same organization.
    c. Other people will change jobs or organizations to upgrade their employment status.
        *- This concept is difficult for Indochinese to understand mainly because it is common in their countries to go directly from school to a job and remain in that job for many years.

2. Many refugees in America have started in entry level jobs and advanced to higher positions.
    a. An example is a Vietnamese man who began as a stapler of cardboard boxes in a factory and is now in charge of the Personnel department.

TEACHING METHODOLOGIES:

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American Attitudes Toward Work

Unit 1

List the first job and progressive jobs that either you and fellow teachers have had in America. The idea is to show upward mobility, and that even college students work at manual labor jobs to earn money.

Mary Jones: 16 years old - Worked in a bakery
17 " - Clerk in an office
18 " - Typist in the same office
19-21 " - Teacher during the summer
22 " - Management trainee
25 " - Manager of an office
29 " - Assistant manager of entire plant
34 " - Manager of different company

Dave Kean: 14-16 Years old - Cut grass during the summer
16-18 " - Worked in factory during the summer
18-20 " - Factory worker
21-25 " - Foreman in factory
25-32 " - Salesman
32 " - Sales manager

Jobs: Short description

1. Sales clerk, Bicycle & Hobby shop
    - Make keys
    - Put bicycles together
    - Ring up sales, help to sell hobbies & bicycles
2. Waitress, fast food restaurant
    - Prepare food
    - Serve food
3. Resort Work, waitress
    - Various hours (early morning: late evening)
    - Wait on tables
    - Clear tables
4. Cashier for a restaurant
5. Hostess job - seating people for meals
6. Bank teller
    - Cash checks
    - File checks into individual checking account
    - Work with large department store accounts, taking their money and depositing it into their account.
7. Flight attendant
    - Work on the airplane in the cabin
    - Make sure safety standards are maintained
    - Administer first aid if someone gets ill or has an accident
    - Serve drinks and food

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8. Sandwich factory (at age 16)
    - Assembly line work, consist of assembling a sandwich as it was conveyed on a conveyer belt.
    - Placing said sandwich in a box for sale

9. Assistant work in a pharmacy
    - Cashier
    - Filling prescriptions
    - Assisting customer; answering questions about prescription drugs.

10. Assistant school teacher - secondary level
    - Subject taught: English composition & literature

UNIT 2

Objective: Students can list different ways to find a job in America.

A. Sponsors

1. Going through a sponsor or sponsoring agency is probably the best and easiest way to find employment.
    a. Most sponsoring agencies have up-to-date knowledge on employment in the particular area of resettlement.

2. Often times, though, sponsoring agencies are overloaded with the number of people needing a job.
    a. In this case, one should look elsewhere for employment.

B. Friends - they can often be a good source for employment openings.

1. It is best to consult a friend who has been in the U.S. a long time.

2. They will have a better understanding of the needs of a particular job and whether a particular person's skills can fulfill those needs.

C. Employment offices

1. These offices are located in most cities in the U.S.
    a. They are staffed by job counselors who are trained to help someone find a job.
    b. Most companies in a particular area will keep the local employment office informed of job openings.

2. Some of the services provided are - job counseling (includes skills assessment), vocational training referrals and job interview referrals.

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a. Some areas, where there are large refugee populations, have additional services as translation of personal documents and referral to special ESL and vocational training programs.

D. Mutual Assistance associations

1. These associations often provide similar services as employment offices.

2. In areas of large refugee populations, they also provide additional services.
   a. Translation of personal documents.
   b. Job counseling in the native language
   c. Interpreters who can accompany a refugee to a job interview, a clinic or to one of the government offices.

3. Use of MAA's is beneficial because often their offices are staffed by former refugees who have gone through some of the same processing and experiences.

Note: Stress that the students should not wait around for someone to "hand them" their job. It is important that they take initiative on their own. For example, if a sponsor has been slow in looking for a job, then the refugee should look elsewhere - to friends, MAA's or employment offices.

TEACHING METHODOLOGIES:

Material Needed: - tape of the following situations:

Two refugees meet in a cafe in America. One refugee has arrived recently while the other has been in America for almost four years.

BINH - has been in America for almost four years.
TRAN - recently arrived.

BINH: Hello Tran, how are you doing? You don't look too happy.

TRAN: I don't understand, you arrived in America only a few years ago and you already have a good job, nice clothing and a good apartment. I came a month ago and I don't have a job.

BINH: Where have you applied for work?

TRAN: Oh, I have not actually applied anywhere. I though my sponsor would find a job for me and call me when it is all set up.

BINH: Did he?

TRAN: Well, one factory owner that my sponsor knew called me but said my English wasn't good enough to understand the directions of the job.

BINH: So what other places have you tried?

TRAN: No place.

BINH: You mean you just have been sitting home not doing anything to get a job?

TRAN: Yes. Not only is it boring, but my wife is upset because we don't have much money to buy the children school clothing.

BINH: When I first got here I applied at about 20 companies before I got my first job. And even that job was the night shift. I found a lot of Americans were looking for work and had experience already, so I had to sell myself to the employers.

TRAN: But how did you know where to apply for a job?

BINH: I looked in the newspaper every morning and called the numbers as soon as the office or factory opened. I also went to the State employment office where they gave me a list of employers looking for workers.

TRAN: Is that how you finally got your first job?

BINH: Actually I saw a notice on the front door of a factory that said "HELP WANTED inquire within". So I just walked in and applied directly.

TRAN: Oh that was good, listen, I just heard so much information at once do you think you could repeat once more?

BINH: O.K. Lets see - you can go to the (1) State Employment Office, (2) your sponsoring agency, (3) look in newspaper ads or just apply at a factory or office directly.

(TEACHER: WRITE THIS ON THE BLACKBOARD - (1), (2), (3), (4))

TRAN: You have been a lot of help, I feel better already.

BINH: And by the way, you can go to the MAA in town, they will at least help you translate your documents and provide a translator.

TRAN: Thanks a lot, I'll let you know how I did.

UNIT 3

Objective: Students can discuss some of the attitudes Americans have toward work.

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A. "Time is money"

1. Many Americans are paid by the hour.
    a. This means that the more hours one works, the more pay one receives.
    b. Because of this, Americans consider work time very important.

2. Americans separate work time from leisure time.
    a. If you are required to work eight hours a day, your employer will expect you to work a solid eight hours.
        - Oftentimes work is very intense as a result of this.

    B. When you finish your work time, you are free to use your time however you wish.
        - Because of the intensity of work, relaxation plays an important part in an American's day.

B. Because "Time is money", being punctual to work is very important.

1. If you are late 15 minutes for works, your employer only sees that he lost 15 minutes of production in his company.
    a. as a result, he will deduct ¼ hour pay from your weekly salary.

2. It is always best to be on time.
    a. Many of the problems that arise with an employer often have to do with tardiness.
    b. To avoid some of these problems, be prompt.

TEACHING METHODOLOGIES:

The following are interviews with American employers. We asked them to tell us in their experience what qualities were essential for the promotion of employees.

1. I look for a worker who does what he is told to do without much supervision, someone I can trust to work alone. If an employee constantly needs supervision then I must waste a lot of time watching him.

2. I will promote a person who learns his job quickly, works to the best of his ability and takes pride in his work.

3. When I chose a foreman in my factory I look for a worker who has the respect of his co-workers, usually he can only earn that respect by working hard and not just by putting on a show for the boss.

4. I realize that people come from different background, but if they enter my company with a desire to learn as much as possible about this field then they will go far here.

American Attitudes Toward Work

5. I entered this company when I was 18 years old as the letter boy. Now I am an assistant vice president, I think I was able to make because of my willingness to do extra work when my boss needed my help.

6. If a man gets a job here and doesn't seem to care about his future, he will probably end up doing the same job with no advancement. However, if I see that he wants to get ahead I'll do everything to help him.

7. About five years ago my company hired a refugee from Vietnam. She started out as a cleaning lady for our office. In addition to working full time she also studied English at night school and took care of her family. After her English got better she took a typing course and she is now a typsit in the office making over $900 a month. I wish I could find more workers like her.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "American Attitudes Toward Work."

Purpose: Introduce American attitudes towards work.

Materials Needed: Hand-outs of open-ended story.

Procedure:

I. A. Introduction: T explain that for the next few days he will be talking about employment. T. emphasizes that this is a very important topic and encourages questions and discussions.

B. 1) T/Tr hand out open-ended story.
2) Learners read the story by themselves.
3) Tr reads the story to the class again.
4) T asks comprehension questions to make sure that learners understand the story. As each question is answered, if learners are starting up a discussion, T. should encourage and lead them into it.

C. After discussion has taken place, T should bring up issues that were not brought up in discussion by referring to the following check-list:

II. Refugee Responsibilities in Employment

A. Refugee should take whatever job sponsor finds for them (even if it pays little money and refugee has higher qualifications) for the following reasons:-

1. Attitude. Americans believe that a good attitude towards work is to start at the bottom (low salary) and work your way up (higher salary) through hard work and sacrifice.

2. Money. Having a job means money in your pocket and not having to rely on your sponsor.

3. Unemployment. Unemployment in America is quite high. There are not many jobs available especially for the people who do not speak English.

4. English or Job? It is better to have a job and learn English in refugees' free time rather than vice-versa because a:

   a. Refugee can practice her/his English at work.
   b. Refugee can learn about the transportation system in her/his area by "commuting" to and from work (refer to Sutiwan in the story).
   c. Refugee can organize her/his time on a daily schedule (Refer to "Petsamone's Day").

   d. Refugee can make American friends at work who may invite the refugee to participate in their social functions and vice-versa. (T should explain this in detail).

   e. Refugee can learn about American culture through work (T. should give examples).

5. It is very important nevertheless that the refugee makes sure that he/she has access to English classes outside of work so that he/she can improve his/her English and start looking for better jobs for the future.

6. When looking for better paying jobs a refugee can ask
   a. Friends in the community.
   b. Employment agencies in the city (T should explain this).
   c. The sponsor.
   d. Look at advertisements in the newspaper.
   e. American friends at his/her current job.
   Two important American attitudes towards work that refugee should remember are:
      1) It is quite normal to ask for sometime off from the current employer if you have an interview for a better paying job.
      2) You should never leave your current job unless you are absolutely sure that you have been hired for a better one.

7. Refugee should remember that in America a worker gets paid by the hour. So it is important to plan his/her time and use it constructively because "time is money". (T should refer to Samphy and Sutiwan's salary per hour and point out how they use their time constructively).

8. Because work is hard in America and the pace of life is fast it is both healthy and necessary to use free time for relaxation and having fun. Time for work is so strictly controlled that the individual has to make sure he/she sets aside time for relaxation too. (refer to Samphy's story and why he quit his job).

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AMERICAN ATTITUDES TOWARDS WORK

OPEN - ENDED - STORY

Mr. Samphy, his wife Sutiwan and their two children aged 6 and 10 were all resettled as a family in Chicago. Mr. Samphy's sponsor found him a job at a factory at $3.25 per hour. Sutiwan found a part-time job at $3.00 per hour working in a hotel from 9.00 in the morning til 2.00 in the afternoon. That way Sutiwan could make sure the children were safely sent off to school at 8.00 in the morning and she would be back from work by 3 O'clock when the children returned at 5.00 p.m. and was home in the school bus. Samphy finished work at 5.00 p.m. and was home by 6 O'clock.

At 7.00 after dinner, Samphy and his wife went to English class for two hours three nights a week to improve their English in the hopes of getting a better job in the future. On the weekends in their free time the whole family would go picnic in the city park, go visit friends living nearly or occassionally go to see a move.

Although Samphy had been working at the factory for one and a half months, he didn't really like his job. The work was hard and the lunch break was only on hour. Sometime Samphy did the work incorrectly because he didn't understand English well and then the boss would get angry with him, Samphy was unhappy.

One day, when the boss get angry with him again, Samphy walked out of the factory and quit his job.

One week later he went to see his sponsor to ask for money to pay the monthly rent for his apartment. The sponsor told him that it was his own responsibility now since both he and his wife were working. Samphy, then told the sponsor taht he quit his job a week ago. The sponsor was very upset with Samphy. He told Samphy there were no job available now and Samphy should look for a job by himself, or ask his friends to help him look for a job, or go to an employment agency. The sponsor also told Samphy to come in three weeks and maybe there might be some jobs available then. About the rent for the apartment the sponsor told him, he should borrow some money from his friends to pay it for this month. Samphy was very sad and didn't know what to do.

Questions on the story.

1) Where do Samphy and his wife work?
2) How much money per hour do they earn?
3) What time does Sutiwan start work and what time does she finish?
4) Why does she only work part-time?
5) Why do Samphy and his wife go to learn English in the evening after a hard day's work?
6) What are the three reasons why Samphy is unhappy at his job?
7) Why did Samphy quit his job?

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8) How could he have avoided quitting his job? (Lead a discussion on this question)
9) Do you think Samphy should have waited a whole week before he talked to his sponsor? Give reasons.
10) Do you think the sponsor was being unfair to Samphy? (Cross-reference Sponsor and Refugee responsibilities lesson).
11) What would you have done if you were Samphy?
12) How would you prevent yourself from getting into a situation like this?

EMPLOYMENT

Skills Identification and Assessment

Purpose: Help the student identify and assess relevant employment skills.

A. Previous Employment Duties and Responsibilities

B. Other Relevant Skills

Insert Page: 15.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Skills Identification and Assessment."

Purpose: Help the student identify and assess relevant employment skills.

I. A.- Introduction: Many times, students are reluctant to give any credence to the skills which they already have. They are overwhelmed by not being able to communicate sufficiently in English and are skeptical of the job situation in the U.S. This activity gives them an opportunity to acknowledge, as important, those things which they have done. It begins to get them thinking about what they can do with what they have. This activity is a component of the Employment topic and generates a lot of discussion among the student and provides relevent information for the teachers use regarding students expectations.

B.- 1) Divide the class into 6 groups, each in one circle if possible.

2) Explain to the learners that all of us can do some things well. Some can cook well, some can build houses, some can grow rice, some can play football, some can plant gardens, some can teach well. What we can do well is called a skill. Anyone who will work in America should know what skills he/she has. He/she should be able to say how he/she learned each skill, and how long he/she has been doing each skill.

3) Tell the learners that everyone should think about one thing that they can do well. They should think about how long they have been doing this. And they should think about how they learned this. Explain that both formal and non-formal education are important. Formal education means learning in schools. Non-formal education means learning by doing, learning by example or by watching others, self-teaching, etc.

4) a. T/Tr can encourage each group by giving a list of questions that will help the students identify their skills for example:

Can you drive? Play an instrument, sew, languages (spoken, written, understood), repair machines (be specific Panasonic, Sony, T.V.,Radio,etc.)?

b. For the pre-literate classes. T can change the word"skills" and use questions such as:

What can you do with your hands?

What can you do with your eyes?

What can you do with your feet?

5) The teacher/Tr should begin. Name one thing you can do well, say how long you have been doing this, and explain how you learned to do it. (Be creative!) Each learner in the circle/ should do the same. Each learner should name one thing he/she can do well, how long he/she has been doing this, and how he/she larned to do this. The teacher/Tr should show that they are listening.

6) Encourage each group to take their time. When the learners have completed their task, T should put them on the blackboard using a reporter from each group.
(For Pre-lit classes. Tr should explain the various responses of the learners to the class in their own langauge).

7) Once the list is on the board, T should promote a discussion with the following questions:

1. What do you need to do to use these skills in the U.S.?

2. What kind of work would you really like to do besides your primary skill that is already listed on the board?
(T should refer to the following check-list below when responding to questions that might come up in the above discussion.)--

Check list:
a. Recertification of previous skill.
b. Time and money involved in recertification or learning a new skill.
c. Being over-qualified for a job.
d. How to deal with the frustration of being over-qualified.
e. Refugee has freedom of mobility to make choices when beginning a new life.
f. Realistic expectations of the job market in the U.S.

8) In conclusion T should tell learners that they should be ready to express their skills when they go to America. Ask them why this is important.

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by ICMC in The Philippines. This material was developed for use in the presentation of the information in the lesson " Skills Identification and Assessment."

Purpose: Help student identify and assess relevant employment skills.

Points of Emphasis:

A. Previous Employment Duties and Responsibilities.

B. Other Relevant Skills.

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Insert Page: 15.4

Suggested Activities

1. Teacher defines the terms and gives examples of each.
   - a. unskilled
   - b. skilled
   - c. professional
2. Use of Skills Chart

What skills do we have	Do we want to use these skills in the U.S.?	What do we do if we want to use them in the U.S.?

Teacher's Notes

Teacher can relate this lesson to "Job Counselling" in the employment office. (Skills Assessment in Presentation Aid.)

Include tasks in the house that can earn money. 1. Good cook in the house can be a cook in a restaurant. 2. Child care 3. Housekeeping

*Make sure to distinguish between:
- SKILLS
- TALENTS
- OCCUPATIONS

*Help students to be aware of existing skills training in PRPC (i.e. plumbing, welding, electrical typing, etc.).
Review "Upward Mobility".

Guide Questions

- What jobs have you done? Education?
- What were your specific tasks?
- Did you have other jobs aside from what you mentioned?
- Can you type...?
- Can you interpret from English-Indochinese/Indochinese-English?
- Did you have training in..?
- Do you have a target job in USA?
- What training do you need to get it?
- Is the training available here in PRPC?
- How can you enroll in that training?
- What skills are you using in PRPC? (e.g. Do you volunteer to be an artist, a typist, etc.)

Insert Page: 15.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Skills Identification and Assessment."

OBJECTIVE: Students can identify and assess relevant employment skills.

UNIT 1

In order to find suitable jobs, it is necessary to evaluate:

A. Personal interests.

B. Past employment duties and responsibilities.
   1. Skills needed, i.e. sales, supervisory, clerical, etc.
   2. Likes and dislikes of each job.

C. Educational history.
   1. Identify areas of high academic success.
   2. Identify jobs to which this academic experience would be relevant.

D. Other relevant skills to be considered.
   1. Physical abilities.
   2. Hobbies and other talents that are possibly marketable.
   3. Successful projects and accomplishments.

TEACHING METHODOLOGY

1. Have each student make a time line of what they have done. (see attached sample). Include on the time line should be education, full-time and part-time jobs, any other job related experiences.

   The teacher should then select a few samples from the class and go over each item with the class and show how to extract "marketable" skills.

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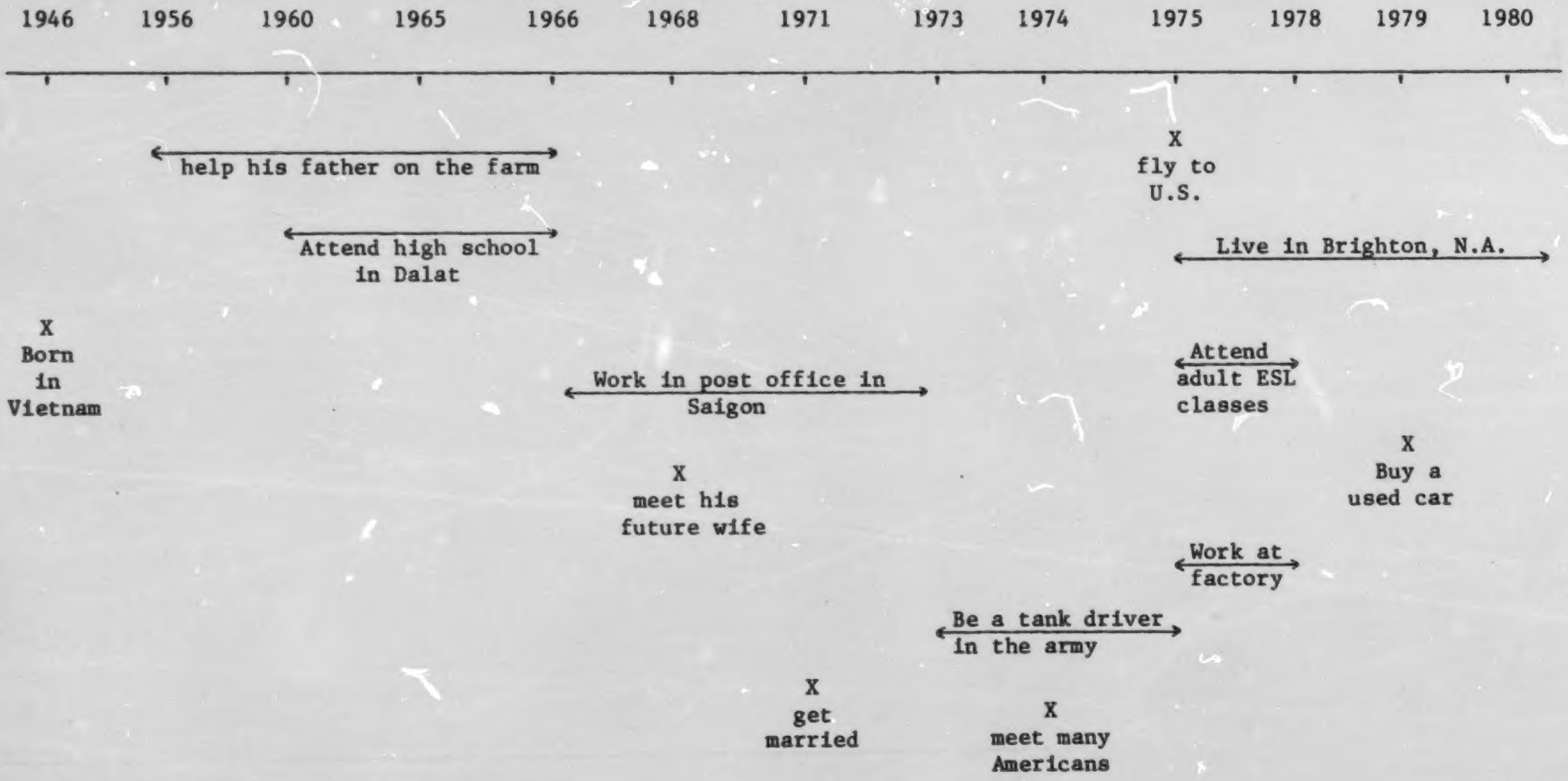
2. The teacher may just go around the room and have the students explain what they did before. For those who have never been employed before have them tell the class:

    a. Hobbies.

    b. Types of jobs they might be interested and why they feel they could do them.

    c. Any special projects they have done--such as building a house, fixing an engine, helping a friend, etc.

Peter Pham's Time Line


1946
1956
1960
1965
1966
1968
1971
1973
1974
1975
1978
1979
1980
help his father on the farm
Attend high school in Dalat
X Born in Vietnam
Work in post office in Saigon
X meet his future wife
X get married
Be a tank driver in the army
X meet many Americans
X fly to U.S.
Live in Brighton, N.A.
Attend adult ESL classes
Work at factory
X Buy a used car

Insert Page 15.7

EMPLOYMENT

Personal Employment Data

Purpose: Prepare the student to fill out employment applications.

A. Personal Data

B. Social Security Number

C. Immigration Status

D. Detailed Employment History

E. Educational History

Insert Page: 16.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Personal Employment Data."

Purpose: Prepare the student to fill out employment applications.

Materials Needed: Handouts of translated application forms and social security cards.

Procedure

I. A. 1. T. should explain to class that when looking for a job all Americans have to fill out an application form.

2. An application form gives the potential employer some information about what the potential employee has been doing in his/her life.

3. The application form should:

a. be written in English.

b. be truthful.

c. give as many details as possible.

B. 1. T/Tr hand out the translated application form to each learner.

2. T/Tr go over the application form with the class and help fill out the while form, section by section.

3. T/Tr explain the following:-

a. Difference between first name, middle name and last name.

b. How to write down the address and what the zip code is.

4. a. T points to the handout of the social security card and explains that all Americans must have this card in order to work in the U.S.

b. T explains that wherever refugee is resettled sponsor will

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take him/her to apply for a social security card.

c. T explains that after applying it often takes four weeks to get the actual card itself. However, the Social Security Office will give a receipt for the application. This receipt can be used as a substitute when looking for a job until the actual card is sent to the refugee.

d. T explains that on the job application form, refugee would put down his/her Social Security number in the place marked for it.

5. On questions regarding the immigration status of the refugee, T explains the following:-

a. The I-94

Just before you board your plane for America you will be given a plastic bag that contains all the documents you will need to start your life in America. One of these is the I-94 form. It is the only piece of paper that you will have that proves that you have legally been admitted to America. It will serve as your identification when you apply for a job, a driver's license, or to open a bank account. Keep it with you at all times. It would probably be a good idea to have it lamenated as soon as you get to the U.S. (show an example of a lamenated card). This way, it will not become ripped or soiled. (Teachers should pass out sample I-94's to be examined by class. Please translate for students all the information it contains. Samples must be returned.)

b. Temporary Asylum

When you enter the U.S. as a participant in the refugee program you are not automatically guaranteed U.S. citizenship. You first 12 months are a type of probationary period.

c. Permanent Resident Alien

After you have lived in the U.S. for one complete year you can apply to become a permanent resident alien. When you wish to do this you should contact your sponsor and have them bring you to a local immigration office. The immigration officer will probably ask you some question about what you have been doing the past year (your job, where you have been living). He will also requested that you bring a sworn statement from your local police station verifying that you have not committed any crimes within the past year (this might even include parking tickets). If he finds that you have been accussed of a serious offense he might deny your request to become a PRA, and you would have to wait one more year to reapply.

Personal Employment Data

As an immigrant you must remember to 1) fill out an alien registration from every January, 2) notify the U.S. immigration service whenever you move. Once you become a PRA you will receive another document to replace you I-94. If you desire to become a U.S. citizen you must wait 4 more years. Many foreigners who come to the U.S. decide to become U.S. citizens. To apply for citizenship you must be able to read, write, speak and understand simple English. You also must have some knowledge of U.S. history and government.

Once you become a citizen you are entitled to vote, become an elected government official, or have jobs that only citizens can have.

C. 1. When filling out education section, T should explain a detailed educational history is necessary for potential employer to decide whether refugee has necessary qualifications for the job.

2. T should help learners fill in each column of this section.

D. 1. For the work experience section, T should emphasize that refugee should include any previous job experience is his/her native country, plus experience (if any) that he/she has had working in the U.S.

2. T should briefly explain how to fill out "Description of work" and "Reasons for leaving".

E. For references, refugee should ask sponsor and other friends if they are willing to be his/her references before putting their names down on the application form.

F. Once the learners have finished filling out the form, T should explain that this is a typical application form for finding a job. However, sometimes the form may since other or different questions included for example:-

a. How many languages do you speak?

b. What was your salary at your last job?

c. Other specific questions that vary depending on the kind of job the refugee is applying for.

PERSONAL EMPLOYMENT DATA

Importance of good work history.

a/- It is VERY IMPORTANT to develop a work history for yourself in this country. You must take a job and stay with it and work hard for at least 6 months to a year before getting an other job. Everytime you quit a job after doing it for less than 6 months, you hurt your chances of getting another job. If an employer sees that you have a work history of getting jobs for a short time then quitting, he will not want to hire you. That kind of work history makes you a poor employment risk.

b/- When you go for your job interview, you should prepare a fact sheet, usually called a resume. A resume gives information about your background and experience. This will help you to fill out the application form. The fact sheet will usually include the following:

-- Your name, address, and current telephone number.

-- Your Social Security number (very important).

-- Names and address of your current and / or previous employer.

-- Your salary history, dates of employment, and a brief description of the duties and responsibilities of the position you have help.

-- Schools attended, including vocational training courses, dates attended, and degrees earned.

-- Three references with names, addresses, and telephone numbers.

-- Other relevant experience, including activities and volunteer work, for example, the community, church, or camps.

Insert Page: 16.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Personal Employment Data."

OBJECTIVE: Students can demonstrate the ability to complete a job application form.

A. The purpose of a job application is to tell the prospective employer something about yourself.

  1. It provides personal data such as the name, date & place of birth and marital status, of the applicant.
  2. It tells the prospective employer what special skill the applicant is bringing with him/her.
  3. It lists the applicant's past experiences.
  4. It tells the employer the applicant's present immigration status.

B. The personal data form is an important document and should be well prepared.

  1. One should always be honest. Always tell the truth.
  2. Write neatly so that it can be read and make a good impression.

TEACHING METHODOLOGY

Complete the personal date form in the student work book (example attached). Go over each item with the students. Do not do more than one item at a time.

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PERSONAL DATA WORKSHEET

1. NAME ____
Last First Middle Maiden

(No variation is allowed on this form, it must be last, first, middle, maiden.

This is an opportunity to explain again the use of hyphenated names. Therefore, if the student doesn't want to split his/her name, use a hyphen.

ex: Vietnamese name is PHAN LE THU

PHAN	LE-THU	(NONE)
LAST	FIRST	MIDDLE

Maiden name: Women in America use their own family name until married. That name is referred to as a maiden name. After marriage a woman may use her husband's family name.

If women from VN do not wish to take on the American custom--it is all right. Just leave the line blank.)

2. ADDRESS ____
Number Street City State

(Students should leave this line blank until arriving in the States and they have an address. Ask students to write in ZIP code next to State.

ex: ______ ______ ______ ______ ______
Number Street City State ZIP Code

Explain briefly the use of ZIP codes.)

3. TELEPHONE NUMBER ____

(Students should leave this line blank until in the U.S. and they have a phone number where they can be reached.

Ask students to write in area code.

ex: telephone number (________)
Area code

Explain briefly the meaning of "Area Code".

4. SOCIAL SECURITY NUMBER ____

(Leave this line blank - until in the U.S. More about this later this week.

Briefly explain a social security number is necessary before getting a job. You must make an application to receive the number. Every citizen and non-citizen must have a social security number.)

5. SEX ______________________________

(Put MALE or FEMALE.)

6. MARITAL STATUS. ______________________________

(The answers are : Single (Means not legally married).
Married
Divorced
Widowed

7. NUMBER OF DEPENDENTS ________________________

(This means how many people you support in your family, if you are married.)

For dependents you count: 1) Spouse
2) Children.

8. PLACE OF BIRTH ______________________________

(This means you should have the city, province (if applies), or village and country.)

9. DATE OF BIRTH ______________________________

(Try very hard to have the correct birth date. For some students they need to check their ID cards for the date)

Write it this way--	Month	Day	Year
ex:	May	5,	1960

10. LIST ALL THE PLACES WHERE YOU HAVE LIVED IN THE PAST TEN YEARS.

PLACE	YEAR
1. __________________________	1. ____________________
2. __________________________	2. ____________________
3. __________________________	3. ____________________
4. __________________________	4. ____________________
5. __________________________	5. ____________________

(This should be in reverse chronological order, i.e. last place of residence first).

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Place	Years
City, province (if applies), Country	Present ----- Past
Ex:	
1. San Francisco, California.	1. 1981 ---- They should leave line #1 blank and fill in when they arrive.
2. Hong Kong	2. 1979 - 1981

11. HEALTH: Excellent ______________
Good ______________
Fair ______________

Only 3 choices:
1) Excellent -Means never sick
2) Good -Means sometimes sick
3) Fair -Means takes off from work often being sick.

12. WHAT ARE YOUR HOBBIES AND SPECIAL INTERESTS?

1. ____

2. ____

(Only 2 subjects can be listed on this form. Examples are--play guitar, footabll, embroidery, painting.)

(As special interest an example would be the history of railroads and trains in VN. Collecting model trains and all information available about the trains.)

EDUCATION

13. TOTAL YEARS OF FORMAL EDUCATION __________________________

(Formal Education means: in classroom in regular school system. i.e. grammar, high school, college.

If parttime attendance in school then add up months to make years).

14. DID YOU GRADUATE FROM HIGH SCHOOL? __________________________
Date Place

(In VN graduate & complete mean 2 different things.
Graduate: Student passed comprehensive exams and became eligible for universtiy.
Complete: Student finished the curriculum but didn't pass exams.

For the purpose of this form the students should indicate if they received a certificate of completion.)

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15. DID YOU GRADUATE FROM COLLEGE? ______________________________

Date ____________________ Place ________________________

Name of College ____

(Graduate from College means: received a degree in something.)

Did you graduate from college? Answer Yes or No.
* Have the students add their degree, ex. Bachelor of Physics.

16. HAVE YOU HAD ANY VOCATIONAL OR TECHNICAL TRAINING? __________

Subject Studied ___________________________

Date ____________________ Place ____________

(Again answer yes or no to question subject studied _______.

Examples would be English school training like VN/AM Association, electrical repair training, mechanic, etc.

For some areas you could add apprentice in pharmacy or herbal store. Apprentice means you had vocational or technical training but not in a school--it means on-the-job training. If you had apprentice training you should indicate that here.

17. WHEN DID YOU COME TO THE U.S.A.? ________________________

(Leave this line blank until coming to U.S.A. The date will be the same as on I-94)

18. U.S. CITIZEN ________________________

(Student should indicate yes or no.
Other _____________. If they are not U.S. citizens, they shoulf indicate their nationality.

Refugee must be in the U.S. 5 years before they can be eligible to apply for citizenship.

19. WHAT IS YOUR IMMIGRATION STATUS?

____________________Refugee (refugee with I-94)

____________________Permanent Resident (Green Card)

(All entering refugees from this program will be refugees.
Have student check "refugee" on first line.

Please explain line 2 to students.

Permanent resident: refugee can apply for this card/status 1 year after arriving in U.S.A.

WORK HISTORY

20. LIST ALL JOBS YOU HAVE HAD IN THE PAST TWENTY YEARS (Paid, Unpaid, Full time, Part-time, Army)

YOUR MOST RECENT JOB SHOULD BE LISTED FIRST

	TITLE OF JOB	PLACE OF WORK	DATE	REASON FOR LEAVING
1.				
2.				
3.				
4.				
5.				

(List most recent job first:

Ex:

1.	Electronic Assembler	Lee Hong Factory	1979-1980	Laid off/changed location
2.	Fisherman (self-employed)	Qui-Nhon, Vietnam	1950-1979	Left Vietnam

(Note: You will need to explain English word SELF-EMPLOYED.)

21. PLEASE LIST THREE REFERENCES

	NAME	ADDRESS	POSITION
1.			
2.			
3.			

Example:

1.	John Sponsor	12 Main St., Dallas, Texas 38696	Sponsor
2.	Mary Good	P.O. Box 309, N.Y., N.Y. 23115	Supervisor

(References should be in U.S.A., if possible, unless there are people of good position in other countries who can give you good recommendations.

Usually employers will differentiate between references from relatives and others.

Suggest a letter from sponsor as a good reference.

EMPLOYMENT

The Job Interview

Purpose: Prepare the student for job interview.

A. Preparation for the Interview

  1. Research the job with sponsor/helper
  2. Assess skills in relation to the job
  3. Plan details
    a. Transportation to the interview
    b. Punctuality
    c. Location of interview
  4. Gather important documents
    a. I-94
    b. Social Security card

B. Factors Affecting the Interview

  1. Personal appearance
  2. Manner and gestures
  3. Self-assertiveness
  4. Employer's expectations

C. During the Interview: Clarifying job responsibilities if hired

Insert Page: 17.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium * in Thailand. This material was developed for use in the presentation of the information in Lesson 19 - " The Job Interview."

*Save the Children Federation, Experiment in International Living, and World Education

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Employment, Education and Training--Lesson 3

Activity: Employment Interview

Objective: Given an interpreter, the learners can provide information basic to employment interview; includes past experience, relevant skills, training.

Preparation:
(1) You will need copies of the RESETTLEMENT WORK-APPLICATION FORM. This is available in Hmong Lao, Khmer, and English.

(2) This lesson must be preceded by the Skills Assessment Activity, Lesson 2

(3) You should prepare the role play with your teacher-aide.

Procedure:

1. With your teacher aide, role play an American-style job interview. The person looking for the job should be confident, but not show-off. He should be polite, but also casual and relaxed. He should be friendly, but also serious. He should not smoke, slouch, yawn, or cough. He should be dressed neatly. The employer should ask all the questions on the RESETTLEMENT WORK-APPLICATION FORM. The employer can also explain about salary, working hours, job description, etc...

2. Ask the learners what they noticed about the interview. How did the employee behave? How did the employer behave? What information did the employer ask for? What information did the employer give? How did the prospective employee answer?

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3. Explain that people looking for a job must be able to give information about themselves.
   Usually someone will help a refugee find a job. Often there will be an interpreter. But each person will be asked many questions about themselves. Say that you are going to pass out a paper with many questions. These are the kind of questions that persons looking for jobs will need to answer.

4. Pass out the RESETTLEMENT WORK-APPLICATION FORM. If your class is very good in English, you may want to use the English version.

5. Explain each question on the RESETTLEMENT WORK-APPLICATION FORM Demonstrate circles and checks with a felt pen. Remind the learners of the skills they expressed in the Skills Assessment Activity, Lesson 2.

6. Divide the learners into groups of two. Literate learners should be paired with non-literate. One person should help the other person to fill out the form. Those who can write should help those who cannot write. The teacher/counselors should encourage those who have any difficulty.
   Give extra forms to anyone who needs them. If someone makes a lot of mistakes, he/she may want to start again with a new form. We have plenty.

7. Tell the learners to keep a form with them. The answers to these questions will be useful to them.

Employment, Education and Training--Lesson 3

RESETTLEMENT WORK - APPLICATION FORM

1. NAME ______________________ 3. BIRTHDATE ______________

2. ADDRESS ____________________ 4. T-NUMBER ______________

____

5. How much formal education have you had? (Cirdle the number or years)

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 +

6. What type of work do you best?

____

7. How long have you done this work?

____

8. What training have you had in this work?

(Type of Training) (Place) (Dates)

______________ ______________ ______________

9. What skills can you demonstrate?

____

____

10. What languages can you speak? (Circle Ability Level)

ENGLISH	poor	fair	good	excellent
______	poor	fair	good	excellent
______	poor	fair	good	excellent
______	poor	fair	good	excellent

11. Do you have experience in any of the following? (Check)

______ Food preparation
______ Carpentry
______ Building Maintenance
______ Painting
______ Gardening
______ Electrical repair
______ Sewing
______ Tailoring
______ Needlework
______ Teaching
______ Machine repair
______ Farming

______ Typing
______ Translation
______ Child care
______ Shopkeeping
______ Sales
______ Laundry
______ Raising Animals
______ Hospital Work

____

____

CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " The Job Interview ."

THE JOB INTERVIEW

Objectives:

1. Students can demonstrate the steps in preparing for an interview.
2. Students can participate in an interview.

UNIT 1

A. The Job Interview.

1. An opportunity for the job applicant to learn additional information about the job, its characteristics and work conditions.
2. Gives the applicant the opportunity to "sell oneself" to the company.
3. Gives the employer an opportunity to see what kind of a a person the applicant is.

UNIT 2

A. Research the job with sponsor/helper.

1. Study the job description to evaluate the requirements and qualifications for the job.
2. Evaluate your own personality, skills, experience, knowledge, educational background, and qualifications against the position.
3. Check to find out what the going salary for that type of job is.
4. Evaluate the location of the job in terms of transportation to and from work.

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B. Assess skills in relation to the job.

   1. Prepare to explain what training you have had that might help you in this job.

   2. Prepare to explain past experiences in related jobs.

   3. Prepare to explain what other qualifications you have that make you feel you will be successful in this job.

C. Arrangements for an interview.

   1. Telephone for an appointment.
      a. Set up an exact time.
      b. Find out the name and title of the interviewer.
      c. Get directions to the office.

   2. Arrange for transportation either by bus or by car.

   3. Arrange for an interpreter, if needed.

   4. Plan to arrive at least 10 minutes early.

D. Personal appearance.

   1. Dress appropriately.

   2. Be neat and clean.

   3. Do not chew gum or smoke.

E. Documents and information needed for the interview.

   1. Personal data form.

   2. I-94

   3. Social Security card.

   4. Names, addresses, telephone numbers of references.

   5. Health certificate.

UNIT 3

A. The beginning of the interview.

   1. Greet the interviewer by name.

   2. Introduce yourself and your interpreter, if one is present.

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3. Shake hands with the interviewer.

4. Don't sit down unless asked to.

B. Manners and gestures.

1. Hold your head erect.

2. Look at the interviewer in the eyes.

3. Avoid any nervous gestures, such as twisting your hankerchief or over gesturing with your hands.

C. During the interview.

1. Responses should be positive, but sincere.

2. Be able to explain the nature of your training in terms of skills needed for this job.

3. "Sell yourself" provide a positive image of willingness to learn and to work.

4. Answer all questions completely - not just yes or no.

5. Be an active participant - ask questions when you don't understand something.

D. Clarifications

1. At the conclusion of the interview, the applicant should know the answers to the following questions:
   a. Know what the job involves and what are the duties.
   b. Know what are the hours and if there are opportunities for overtime.
   c. Know how much the job pays.
   d. Know what benefits are offered and what insurance plans are available.
   e. Know when salary raises are given.
   f. If hired, know the starting date for work.
   g. If no decision on hiring has been made, the applicant should know:
      1. Should he call on a prearranged date?
      2. Or, will the interviewer call the applicant by a specific date?

E. Concluding the interview.

1. Shake hands with the interviewer.

2. Thank the interviewer for his time.

F. Follow-up on the interview.

1. Call the interviewer for a decision on whether you have been hired or not if that was what was agreed upon at the end of this interview.

2. Obtain whatever certificate will be needed, i.e. driver's license, health certificate, etc.

TEACHING METHODOLOGY:

Role Play

A. Setting up.

1. Review the key points of the lesson.

2. Put 2 chairs in the middle of the room, 3 chairs if an interpreter will be present.

3. Explain the role of the teacher (i.e. as a personal officer, owner of a store, etc.)

4. Student should present to the interviewer his Personal Data Sheet when called for an interview.

B. At the beginning of the interview.

1. Interviewee should offer to shake hands with the interviewer.

2. Interviewee should attempt to carry this part of the interview in English.
   a. Greet the interviewer by name.
   b. Introduce himself and explain how he/she wants to be addressed.
   c. Introduce the interpreter, if present.

C. The interview.

1. The interview should cover the following points: Duties and responsibilities, hours, salary, fringe benefits, overtime.

2. Don't give out all the facts. Let the interviewee ask for some of them.

3. Student should be prepared to answer the following types of questions.
   a. What's your immigration status?
   b. What's your educational and work experience?
   c. How long do you expect to remain on this job?
   d. Why do you want this job?
   e. Can you provide references?
   f. How long have you been in the U.S.?

4. Engourage the students to "sell themselves".

5. At the end of the interview, the interviewer should either hire the student, or explain to the student why he was not hired, or agree upon a time when the student would be called about the hiring decision.

EVALUATION OF THE INTERVIEW

1. After each role play interview, evaluate the following points:

   a. Did the interviewee show interest in the job?

   b. Was the interviewee an active participant in the interview?

   c. Have all the crucial questions been asked and answered?

   d. What were the interviewee's strong points and weak points? How does one improve on it?

CONCLUDING THE INTERVIEW

1. Clarification of major decisions (i.e. if hired when to start, if no decision had been made the student should know when and how he will notified).

2. Thank the interviewer for the time.

3. Shake hands with the interviewer.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " The Job Interview ."

Purpose: Prepare the student for a job interview.

Materials needed: Take the following handouts:

a. List of things (in native language) learner should know before having a job interview.

b. List of possible English answers learner could use at an interview.

I. Job interview role play - VERSION I

A) Introduction:

1. Briefly review the material in the "job interview" handout. Strees the importance of:

   - The job application form (use the resume or personal data forms as examples). Many employers form their first impression of the applicants by how they fill out their application forms.

   - Personal appearance (also very important for making a good impression).

   - The information that the applicant should learn at the interview (ie, the SALARY, HOURS, DUTIES, RESPONSIBILITIES and DEDUCTIONS of the job).

2. Set up a table and three chairs in the middle of the class.

3. Announce the situation. Explain who you are,"ie, a personel manager, on the head of a company, or whatever the situation calls for.

4. Call a student's name and have them come to the front of the class, with their job application (resume) forms.

5. Shake the student's hand, and offer them a seat.

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B) Some situations for job interview:

1. You, the teacher, are the head mechanic in a boat building/maintenance company. You are looking for an experienced assistant mechanic.

2. You are the manager of a new restaurant, and are looking for waitresses and/or waiters for the night (dinner) shift.

3. You are the personal manager of the Holiday Inn, and are looking for maids and janitors.

4. You are the head of a small group of carpenters (or masons, or house painters), and are looking for assistants.

C) Questions that the interviewers (you) should ask the applicants (the students).

1. What have you done to qualify you for this job?

2. How much English do you speak? Where did you learn it, and are you still studying?

3. Tell me something about yourself and your background.

4. When can you start?

5. Are you working now?

6. The hours
   duties
   salary (and deductions)
   responsibilities (and benefits)
   of this job are as follows.....

D) Other things to know:

1. You are trying to get across to the students that the job interview is a time when they convey an attitude to the potential employer, and that they should do their best to make a good impression. This may be done by their expressing their willingness to learn and to work hard, even if they have had no previous experience in that job.

2. Leave out some of the information when you talk to the students, and try to get them to ask YOU about the hours, salary, etc., if you didn't give them that information.

3. The question about "background" is a chance for the applicants to relate some of their personal background to the needs of the job.

4. Selling yourself: Students should understand why it is important to sell yourself at an interview. We understand that in your

country people do not "sell themselves." In your country, it is usual for people to be very humble and polite to one another. One does not talk about all the good things that one can do. We do not suggest that you be impolite or boast about your abilities. But during your job interview, you must talk about why you would be best for the job. The interview will ask you to tell him WHY you would be best for the job. Part of your training is this job orientation session to be prepared for these questions and learn how to answer them. We would like to teach you how to "sell yourself" but at the same time, be polite and courteous. You cannot sell yourself until you realize that:

1) It is GOOD to sell yourself, and

2) No matter who you are or what kinds of jobs you have or have not done in the past, you have something very useful to give to the employer.

Because so much in America is competitive, it is VERY important that you compete when it is necessary. Sometimes it is difficult to know when to compete and when not to. You do not need to try to be better than everyone else, but you need to always do your best at everything you are doing. If you do not act lively and interested, people will think you do not care about the job. Perhaps it will be hard at first to show what you feel. But keep trying because this is very important. It is very important to show that you are interested in the job and that you care about doing your best at whatever you do.

Job Interview Role Play - VERSION II

A) Suggested Situations

1. Mr.__________, general manager of Sam's Service Station is looking for an additional gas pump attendant. The applicant should have some knowledge of basic English and be familiar with U.S. currency. No prior experience is required, but applicant should be reliable and hard-working, the job pays minimum wage, but good performance will be rewarded with periodic raises. All employees are expected to work six days a week. Mr.___________usually trains his most promising employees to work as auto mechanics in his garage.

2. Mr.__________is the owner of the Viet Huong Restaurant. He is hiring both waiters/waitresses and kitchen assistants, waiters and waitresses must speak fairly good English and be familiar with Vietnamese and Chinese food. Employees are paid the minimum wage, but waiter and waitress are guaranteed substantial tips.

Kitchen assistants are not required to speak English. Although experience would be helpful, it is not necessary and training will be provided.

3. The Bright Light Lamp Company is hiring workers for its assembly line, no experience and only minimal English is required. Potential applicants should be responsible and trustworthy individuals, willing to work 40 hours a week on rotating shifts. All employees must join the local electronic workers' union. Pay: $4.00/hours.

B) Students should be prepared to answer questions such as:

1. What is your immigration status?
2. Educational and work experience.
3. How long do you expect to remain on this job?
4. Why might you be better for this job than anyone else?
5. How many dependents do you have?
6. Why did you come to the U.S.?
7. Can you provide references?

C) Students should ask questions regarding hours, salary, raises, benefits, responsibilities, working conditions, vacations, union requirements, size of staff, training and possibilities for advancement.

D) Remember the two most important things we are trying to impress on the students is to project a confident physical demeanor (handshake, eye contact, posture) and a positive attitude. They should act interested in their potential employer and not be afraid to "sell themselves".

If the student prefers to conduct the interview in English, please make sure that all questions and answers are translated for the class.

LIST OF POSSIBLE ENGLISH ANSWERS FOR SELLING YOURSELF AT AN INTERVIEW

The interviewer may ask you why you think you would like to do this kind of work when you have never done it before. Here are some possible answers:

I enjoy working with my hands (if it is that kind of job and if you enjoy working with your hands.).

OR

I am a very good worker, and I learn quickly. I am sure that I could learn this job very soon.

OR

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The Job Interview

I realize that although I am over qualified for this job that in America, I have to start at the bottom and work up to a better job. Maybe I could begin with this job in your company, and after I learn it well, you could place me in a better job in your company if there is an opening.

OR

I am a very dependable worker. I tell the truth and come to work on time every day. I follow instructions and work well with other people.

So if the interviewer asks you why you think the company should hire you even though you have no skills, you might say:

I believe I can do this job.
I have not done this kind or work before, but I feel that I have a special skill to offer.
I feel that the hardships or coming to America have made me a stronger person and will make me a more determined and loyal worker.

OR

How much English do you have?
I studied English for 3 months in a refugee camp and I am taking adult education classes in the evening.

What kinds of questions should you ask your interview?
First, ask questions about the job:

a. Exactly what does the job involve? What kind of duties would you have?

b. What are the working conditions? Would you be standing up, sitting down, lifting? Is the work noisy? Is it dirty? Would you be working alone? With other people?

c. What are the opportunities for advancement? How quickly can you move ahead in the company?

d. When are salary raises given?

e. What are the benefits/ What is the insurance plan? When are vacations?

* Do not ask about questions (d.) and (e.). Sometimes people fail to get good jobs because they ask too many questions about salary, vacations, etc. This gives the employer the impression that you are more interested in what you can GET than what you can GIVE.

JOB INTERVIEWS

1. Before the Interview:

   a) Know where the interview is going to be, and how to get there.
   b) Know which person or office in the organization to ask for when you arrive.
   c) Know as much about the job as possible before you go to the interview.
   d) Dress neatly and appropriately (don't wear blue jeans for an office job, for example.).
   e) Go to the interview alone. (You can take an interpreter if you need to, and arrange it in advance).
   f) Bring all necessary papers with you (I-94 Social Security Card, education and employment certificates).
   g) Know your work & educational history (see Personal Employment Data form).
   h) ARRIVE ON TIME.

2. When you get to the Interview:

   a) Shake hands with the interviewer.
   b) Sit down only when asked to.
   c) Don't smoke or chew gum.
   d) Look the interviewer directly in the eye when speaking to him.

3. During the Interview:

   a) Be prepared to talk about your background and why you applied for the job.
   b) Talk about your achievements and how you can contribute to the company.
   c) If you don't understand a question, ask the interviewer to repeat it.
   d) Make sure you understand the HOURS, SALARY, DEDUCTIONS, DUTIES and RESPONSIBILITIES of the job. Ask the interviewer about these points if necessary.
   e) Make sure you understand what will happen after the interview: whether you are hired then, or if you should call the company back or write a letter, or if you should wait for them to call you.

EMPLOYMENT

The Work Place

Purpose: Introduce the student to different aspects of the American work environment.

A. The Work Environment

  1. Working hours

    a. Length of the work week

    b. Break times

    c. Leave and vacation time

B. Responsibilities to Employers

  1. Calling in when sick

  2. Punctuality

  3. Job performance

  4. Giving notices (such as resignation, sick leave)

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 26 - "The Work Place."

*Save the Children Federation, Experiment in International Living, and World Education

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Activity: The Work Place--Employee Contract

Objective: Learners can distinguish situations that make or break a sample employee contract.

Preparations: You will need copies of the Jantzen Garment Company Employee Contract. This is available in translation, or in English, if your students are very good in English. Study the situations in procedure 3. You may want to change some or add others. Decide this in your training group. Also decide upon an effective way to present the situations.

Procedure:

1. Set the mood. Here is an introduction:
"May is a refugee from _________. Now she lives in Portland, Oregon. At first, she was surprised to learn that the sponsor and others expected her to work outside the house. She had thought only her husband would work.
The sponsor helped get her a job working with a sewing machine at the Jantzen Garment Company. This company makes swimming suits and sport clothes. May learned some of the duties of this job when she signed an employee contract. Here is a contract like the one May signed."

2. Pass out copies of the Jantzen Garment Company Employee Contract. Have the learners or the teacher aide read each item aloud so that everyone can hear. After each item, ask closed-ended comprehension questions to check understanding. Add some openeded questions if appropriate. Here are some examples:

Item 1

a. What time must you be at work, if you work for this company?
b. When can you go home?
c. What must you do when you arrive, and before you go home?

The Work Place--Employee Contract

Item 2

a. How long are break times?
b. How will you know when to take your breaks?

Item 3

a. When can you take a vacation?
b. Who must you talk to about vacation?

Item 4

a. What is a union?
b. How much are the union dues at this company?
c. Must you pay cash for the union dues?

Item 5

a. What should you do if you are sick?
b. If you are very sick, should you come to work?
c. How will you tell the supervisor, if you are sick?
d. If you see a doctor, what should you ask for?

Item 6

a. How many hours will you work each week?
b. Can your supervisor ask you to work extra hours?
c. What is the salary at the Jantzen Garmetn Company?

Item 7

a. If you want to quit, what must you do?

Item 8

a. What is health insurance?
b. At this company, how much does it cost?

2. Present the following situations in a way that will encourage discussion about the employee contract.
Ask the learners to consider whether each situation breaks the terms of the contract or not.
Ask the learners what they would do in each situation, if they were employees of this company.
Change the names to familiar names. Here are the situations:

a. Lee arrives at work at 8.15
b. Muk forgets to sign out one day when she leaves work. She will sign tomorrow morning.
c. Sil is not hungry and decides to take no lunch break today.
d. Awl is tired and wants a break. He cannot find the

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supervisor, so he sits down on the grass outside and smokes a cigarette. Soon, he falls asleep.

e. Low's cousin lives in another city. Low decides to visit her cousin and stay for one week. Low has worked for the company for 3 months.

f. Sip does not want to join the union. She wants to work for the company, but she wants to keep the $8 for herself.

g. The company is very busy today and everyone is working hard. Mal has not had an afternoon coffee break. She is tired, and so she asks the supervisor if she can have a coffee break soon.

h. Wag is sick tonight. She does not want to go to work tomorrow. She decides to call the supervisor. Then she discovers that she has forgotten the telephone number! Wag will explain to the supervisor when she returns to work in a few days.

i. Sup is planning to visit her aunt on the weekend. Now it is Friday at 5 p.m. The supervisor asks Sup to work extra time on Saturday. Sup says, "I'm sorry, I cannot. I already have plans for the weekend."

j. Lil has worked for the Jantzen company for 9 months. Today at lunch she went to the Rip company where her friend works. The supervisor there asked Lil to come and work at Rip instead of Jantzen. Rip will pay more money. Lil told the supervisor at Rip that she could begin a new job there on Monday.

4. Lead a discussion about the rules and policies of other work places in America. Make it clear that the Jantzen company is only one example. Use open-ended questions to encourage discussion. Here are some sample questions:

a. Who has relatives in America? What kind of jobs do they have?

b. What have you heard about the rules and policies of work places in America?
    1. Hours
    2. Pay
    3. Arriving on time; absences
    4. Supervisors

c. Are the rules and policies of other companies similar to those at the Jantzen company?
How are they different?

d. When you are hired for a job in America, what things will you want to know about the rules and policies of the company?

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The Work Place--Employee Contract

JANTZEN GARMENT COMPANY
EMPLOYEE CONTRACT

b

1. The working day is from 8 a.m. to 5 p.m. Employees are expected to be ready for work at 8 a.m. All employees should sign in upon arrival and sign out at 5 p.m.

2. Lunch break is 45 minutes. Employees should check with their supervisor before going to lunch. Lunch times are scheduled by the supervisor. There are two 10-minute coffee breaks, one in the morning, and one in the afternoon. Employees should check with their supervisor before taking a coffee break.

3. After working with the company for 1 year employees will be given a paid vacation of 10 working days. Vacations must be scheduled 6 weeks in advance. Vacation times are approved by the supervisor.

4. Jantzen Garment Company is a union company. The union is the National Federation of Garment Workers. The union dues are $8 per month. This money is subtracted from the employee's paycheck. The amount is recorded on the check stubs.

5. When an employee is sick and unable to come to work, he/she will receive pay up to 10 sick days per year. Employees who cannot come to work must give notice to the supervisor. Notice of sickness must be given before 7 a.m., or earlier, if possible. The supervisor may ask for a doctor's notice after an employee is absent for sickness.

6. The work week is Monday through Friday, 40 hours per week. The starting pay is $3.50 per hour. Overtime is optional. An employee who agrees to work overtime will be paid at 1½ times the hourly rate. Increases in the hourly rate are granted after 6 months, 1 year, and 2 years, according to agreement with the union.

7. Employees must give 2 weeks' notice when leaving employment. Notice should be given to the supervisor in writing.

8. The company belongs to the Blue Cross health insurance plan. Employees may join the group health insurance for $17.00 per month. Employees who join the health insurance plan will have the amount subtracted from their paycheck. The amount is recorded on the check stub.

9. Employees are offered a 20% discount on all Jantzen Garment Company products.

If you agree with the terms of the contract, please sign below.

____________________ ____________________

Signature date

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " The Work Place ."

Purpose: Introduce the student to different aspects of the American work environment.

I. A. Introduction

In this lesson we are going to talk about things learners should know when he/she already has a job. It is important to understand the work habits of American people in order to be successful at your job.

B. Working hours

Usually, in most places a work week means 40 hours of work in a week starting on Monday morning and ending on Friday evening. So a typical daily schedule would look like this:

Monday/Tuesday/Wednesday/Thursday/Friday

8.00am	Report to work
10.15 - 10.30am	Coffee break
10.30 - 12.00	Continue working
12.00 - 1.00pm	Lunch break
1.00 - 3.00pm	Continue working
3.00 - 3.15pm	Coffee break
3.15 - 5.00pm	Continue working
5.00	End of working day

The weekends are free to relaxation and getting other chores done, for example: laundry, shopping or cleaning the house. If you work more than 8 hours a day or on the weekends - you get overtime pay (usually 1½ times your salary per hour).

C. Shifts

In America, at least 8 hours per day are devoted to earn a living. Most jobs take place in 8-hours periods call SHIFTS. A company may have one shift, or it may have several. If it is a company where services are provided it may only have one shift lasting from 8:00 to 5:00 p.m. If the company provides goods such as electrical parts, shoes, cars etc., it usually has three shifts so that goods can be produced around the clock without stopping production. More goods can be produced and sold if there are three shifts than if there were one.

Your Shift Is A Priority.

If you are going to work in America, it is absolutely necessary to make your work shift the priority of a working day. This means organizing your time every single day:

For example, buying groceries, going to the doctor, looking for housing or another job. Al this must be done after or before work. If you work from 8:00 to 5:00, you can do your errands or other business in the evening. If you work from 3:00 p.m. to 12:00 midnight, you can do your errands in the morning. In any case, plan your other business around your work shift. Also, you must plan your transportation to and from work to allow you enough time to get to work on time. PLAN TO ARRIVE AT LEAST 10 MINUTES EARLY!

D. Being on Time.

a) For work

Remember how we said that time is money?
Once again, it is VERY IMPORTANT to be on time for all appointments and especially your job. It is a good idea to get to work 10 minutes early. As we said, you will need to allow enough time for getting to work so that you CAN be 10 minutes early. If you must be late or if you are going to be absent, call the company. The business card you got from the interviewer will have the company's name on it. Or if you need help to call the company, call your sponsor. Your sponsor can call the company for you. IT IS VERY IMPORTANT TO CALL THE COMPANY IF YOU ARE GOING TO BE LATE OR CANNOT COME TO WORK. If you are absent 3 days without calling the company to explain why, you may lose your job. If you become ill and must leave work, tell your supervisor. Why is this so important? If people are often absent or late for their jobs, the company loses times and money because of these absences. Also when you have been at your job for a while, a few days or week, your supervisor or other workers get to know you. They start to care about what happens to you. They want to be your friends. If you do not tell them where you are, they become concerned and worry about you. You cannot be absent whenever you like and just go back to work whenever you like. You must either be at work every day or call the company to let your supervisor know that you will not be there. And if you call in sick very often (usually 3 times in 2 weeks) you can be fired.

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b) Be on time after breaks and after lunch

On most jobs, you will have to rest periods during your shift and one period to eat lunch. It is a California state law for example, that within 8 hours of working, you have two 15 minutes breaks and that you will have at least 30 minutes for lunch. During your breaks and lunch period, you are free to rest, eat, use the restroom, read, make phone calls, etc. Just be sure to be back to work ON TIME. If you are late from breaks or lunch many times, this gives you a bad work record and may even cause you to lose your job.

E. Time card

a) Most companies have a time clock which employees use to mark when they arrive and when they leave. You probably will be getting paid by the hour so your employer needs to know exactly how many hours you worked so he can pay you for them. The time card also shows if you arrived to work on time.

b) On some jobs, a time clock is used. A card with your name on it is inserted into the clock. The clock stamps the card with the time it is when you insert the card. If you have a time card but no time clock at your company, you should write in the time you arrived at work and the time you left work. Always check in and out of work by writing down the time you arrived and the time you left.

c) NEVER let someone else check in or out for you. NEVER check in or out for someone else. This is considered dishonest, and some companies will fire you for it.

F. Leave and vacation time

The policies for vacation time and different kinds of leave (sick leave, maternity leave etc.) vary from company to company. Therefore it is the responsibility of the refugee to ask the employer at the job interview what the policy is and then to make sure that he/she adhere to that policy.

G. Finally, if you manage to find a better job than the one you already have, it is very important that you give at least two weeks advance notice to your current employer before resigning so that the employer has some time to find somebody to replace you. Remember that this employer will be a reference on your work history (refer to Personal Employment Data lesson) therefore if you treat him right, he will give you a good reference.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " The Work Place ."

Objectives of the Lesson:

1. Students can compare/contrast the work environments in Vietnam and America.
2. Students can describe responsibilities to employers in America.

UNIT 1

Objective: Students can demonstrate knowledge of the American work environment.

- A. Working hours.
  - 1. Most jobs in America require a 40 hour work week. This generally means working 5 days a week and 8 hours a day.
- B. Breaks and lunch time.
  - 1. Most jobs have 2 break periods during a day and one lunch period.
  - 2. The breaks are usually 15 minutes while the lunch period can be either 30 minutes or one hour.
    - a. It is important to always return to work from breaks and lunch on time.
    - b. An employee can be fired for consistently being late for work.
- C. Annual and sick leave.
  - 1. Most jobs have policies concerning annual and sick leave.
    - a. Some companies give their employees one annual leave day, and one sick leave day per month.

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   b. If someone takes more leave than they have earned, money will be deducted from their monthly salary.

D. Other fringe benefits.

   1. Some companies provide other benefits in addition to annual and sick leave.

      a. Some examples are health and life insurance, retirement benefits and unemployment compensation.

      b. At the time of the job interview, it is important to ask the employer which benefits are available.

E. Company rules.

   1. Most organizations have rules which must be followed by all employees.

      a. Rules may include length of breaks and lunch period, appropriate clothing & where smoking and eating is allowed.

   2. There are also rules for accident prevention.

      a. Some examples are wearing gloves for protection of the hands, safety glasses for eye protection, ear plugs for ear protection and hard hats for head protection.

      b. It is important that these rules are followed at all times.

F. Probationary period.

   1. Many companies have a short trial period, usually a few weeks to a couple of months, during which the employer evaluates the employees work. If the employer feels that a particular employee is not a good worker, that person can be terminated.

TEACHING METHODOLOGIES

UNIT 1

A. Working hours - Questions for introducing the subject.

1. In Vietnam, how many of you had a job?
   How many hours did you work each day?
   What days of the week did you work?

2. How many days per week and hours per day do you think most Americans work?

3. What kinds of jobs do you think would involve working evenings and weekends?

B. Breaks

1. If you were working in Vietnam, how long was your lunch break? Did you have other breaks?

Materials needed: Use time-clock visual.

Explain a time-clock.

Choose a student to demonstrate the use of the time-clock. Have the student act out:

a. Arriving at work and "punching in".

b. Taking a break and "punching out".

(Write time on board for each time the student uses the clock. Ex: 8:00 a.m. arrive at work; 10:15 a.m. - break time; 10:30 a.m. end of break time, etc.)

c. End of break and "punching back in".

d. Punching out for lunch.

e. Punching out when work ends.

C. Annual and sick leave.

Have the following dialogue acted out in the class.

Employee: Approaches his Boss for taking the first week in June off (student has had this job for 6 months).

Boss: Sorry, Joe has more seniority (explain) than you and he has asked for the first week in June. So, I cannot let you take that week off because, Joe will be off. How about the first week in July or September?

Employee: Okay, let me talk with my wife and then I will let you know.

D. Fringe benefits

Materials needed: Use visuals to cue students as to possible job benefits (pictures of people in the hospital, dentist's chair, older retired people, etc.)

Ask the students what benefits (explain) they might expect from a job?

E. Company rules.

Have students tell you some of the rules from their jobs in Vietnam. (Write these on the board). Add any rules mentioned in the lesson plan that the students have not listed.

UNIT 2

Objective: Students can describe responsibilities to employers in America.

A. Be on time for work.
   1. It is important to always be punctual for work.
   2. Employers tend to view people who are always late as non-productive and not dependable.

B. Job performance.
   1. Most employers judge an employee on productivity--how well one performs on the job.

      --Good performance can often lead to pay increases and promotions.

   2. Employers consider it the responsibility of the employee to perform well on the job.

C. Keeping a good attendance record.
   1. Employees are not allowed to be consistently absent.

      --Employers view absenteeism as a loss of productivity and money.

   2. If an employee is sick, it is their responsibility to notify the supervisor immediately.
      a. If the supervisor is not notified, the absence is often not excused.
      b. Some employers will fire a person for unexcused absences.
   3. If an employee plans to resign, it is their responsibility to give the employer at least 2 weeks notice.
      a. This allows the employer to find a replacement for the position being vacated.
      b. It is important not to upset the employer by not giving proper notice as previous employers are a good reference for future jobs.

TEACHING METHODOLOGIES

ROLE PLAY: Employee coming to work late, being absent, etc.
Have interpreter or student be the employee.
Teacher or volunteer is the employer.

SITUATION

Employee: Arrives at work 15 minutes late.
Employer: Warns employee, "The next time you are late, you will be docked (explain)."

Employee: Sorry Boss, I missed my bus.
Employer: You will have to get to work on time.

1 week later

Employer: (Tran has not yet arrived for work)
Where is Tran?
Joe (another employee):
Oh, sorry Boss, he told me to tell you he is sick today.

Employer. Tran has to call me if he is not coming to work!!!
(Employer is upset).

1 week later

Employee: Arrives at work 30 minutes late.
Employer: You're 30 minutes late. How come?

Employee: Sorry Boss, I overslept.
Employer: Remember you are still on probation (explain).
If you are late one more time you will be fired.

1 week later

Employee: Arrives at work 30 minutes late.
Employer: This is the 3rd time you have been late. I will have to fire you.

Optional Quiz (if time allows)

CASE STUDIES

A. Tran did not wear his mask when he was welding (show picture of welder) and he got burned by sparks.

Did the company insurance pay his medical bills?

B. Mui asked her friend to tell her employer that she was sick and not coming to work, but the friend forgot to say anything. What happened?

C. Vinh was never late, worked hard and followed the rules. After 6 months, he had to move. At a job interview for a new job, he gave his old employers name and phone number as a reference.

What kind of reference might he get?

EMPLOYMENT

On-the-Job Relationships

Purpose: Acquaint the student with factors affecting on-the-job relations.

A. Factors in Employer-Employee Relations

1. Being self-assertive
2. Understanding issues relating to job performance
3. Understanding the status of the employer

B. Factors in Employee-Employer Relations

1. Resolving conflicts
2. Understanding issues relating to job performance
3. Adjusting to the pace of work and social climate on the job

Insert Page: 19.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " On-the-Job Relationships ."

Purpose: Acquaint the student with factors affecting on the job relationships.

Materials Needed: Hand-outs of open-ended story.

I. A. INTRODUCTION

Once you have a job there are many things to learn to do the job successfully. Perhaps the first thing you need to do is to identify your immediate supervisor and find ways of how to get along with him/her.

II. EMPLOYER/EMPLOYEE RELATIONSHIPS

1) The "chain of command"

a. Every company is organized differently, but generally, there is a definite chain of command from your immediate supervisor on up to the president of the company. WHAT does this mean?

b. Since the company is usually very large, the president of the company cannot supervise everything and everyone in the company. Therefore, the president gives different duties to other people. When you start working for the company, you will begin at a certain level. You will have what is called an IMMEDIATE SUPERVISOR. Sometimes this person is also called a LINE LEADER or UNIT LEADER. The supervisor's job is to make sure you are doing your job correctly and help you do it better. The supervisor also has a supervisor above him who makes sure that he is doing a good job, and so on, up to the president of the company.

2) Getting along with your supervisor

a. It is very important that you get along well with your immediate supervisor. If you have any questions or problems on the job, talk to your IMMEDIATE SUPERVISOR about it. DO NOT talk with your supervisor's supervisor or the president of the company. Communicate with your supervisor.

Your supervisor is your direct, or first, boss. It is very important to build a good relationship with him/her since you will be working closely with him/her, and he/she will play an important part in your reviews at the company. (We will talk about reviews later.) If you have any questions about the job, ask your supervisor. She/he will be glad to explain and will be happy that you want to do a good job. Try to do the very best job possible. In America, we do all kinds of jobs for a company. If you are asked by your supervisor to help do something that is not your usual job, do it willingly. Show that you are eager to help and to learn new things. If you see a job that needs to be done and you know how to do the job and have the time to do it, offer to do that job. If you can be counted on to help when help is needed, you will be given the opportunity to learn new skills and will be given more responsibility and, of course, more pay.

b. It is also very important that you follow instructions. Your supervisor will show you a particular way to do a job. He or she is telling you to do it that way because the company has learn from much experience that is the best way to do the job. You may want to do it another way. Follow your supervisor's instructions. If you see that there may be an easier, quicker way to do the job, you may suggest it to the supervisor. Maybe your supervisor will want to do it that way. But if not, do it the way the supervisor tells you to.

c. Be careful about giving gifts

Sometimes for birthdays or at Christmas time, you may want to give a supervisor a gift. This is very kind. But remember that giving your supervisor a gift does not mean that he or she will do favors for you or like you more. In America, we give gifts without expecting anything in return. The best gift you can give your supervisor or other employee is a willing, helpful attitude and doing a good job. It is best to save your money and not give many gifts.

3) Reviews

1. Most company have a 30 and/or a 90-day review. This mean that after 30 or 90 days, your supervisor is asked to state what kind of worker you are. He will be asked questions like the following:

   a. Does the worker come to work on time?
   b. Is he friendly toward and helpful to his fellow workers?
   c. Does he use equipment safely?
   d. Does he work efficiently so that he does his job quickly and well?
   e. Is he willing to do jobs different from that which he was hired to do?

2. Your supervisor may be asked to suggest how large a raise you should receive. Your supervisor may not discuss this review with you if he feels that you do not yet understand and speak enough English for him to explain his evaluation or statement about what kind of worker you are. This review will, however, be used in deciding any raise you will receive at this time and will be kept with your work records. After the 90-day review, you will probably have a review every 6 months.

3. When and for whatever reason you decide to quit your job, it is VERY, VERY IMPORTANT that you tell your supervisor and the personnel office of the company. Try to give 1 or 2 week's notice so that the company will have plenty of time to find a new worker. At the time you give notice, ask for a LETTER OF RECOMMENDATION. This letter tells how long you worked at the company, what your job was, what kind of worker you were, why you are leaving the company, and states that because you were a good, dependable worker, the company recommends you for a job with the new company. This letter is a great help in getting a new job because it tells a company you are the kind of person they are looking for. Again, you can see how important it is to build a good work history.

4) Problems

If you are having a problem on the job and cannot work it out with your supervisor, you may ask to speak with your supervisor's supervisor. But do not do this without first asking your IMMEDIATE supervisor. Also, most companies have what are called GRIEVANCE PROCEDURES. This means that if a worker has a complaint about the way something is being handled in the company or if the employee thinks that he or she has been treated unfairly, he can file a grievance. When you file a grievance, you are asked to state your complaint in writing. You are then usually interviewed by your supervisor's supervisor. The three of you will try to work out the grievance so that all of you are satisfied. It is best never to file a grievance. Try to work the matter out with your supervisor first. If this is not possible and you feel you have been treated unfairly, then file the grievance according to company rules. Remember that filing a grievance goes on your work history. This is why it is not a good idea to file one unless you feel it is absolutely necessary.

III. HOW TO SUCCEED ON THE JOB

Employers say taht there are certain qualities they look for in employees. Here are the basic ones:

A. Ability--People who have the skills to do the job. Or if the job is a trainee position, people who can be taught the job skills.

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B. Dependability--A person who comes to work on time and has few absences.

C. Initiative--A person who is eager to learn the job and willing to take on new responsibilities.

D. Efficiency--The worker does the job quickly and well.

E. Cheerfulness--A friendly and pleasant person. Does not complain about work or personal problems.

F. Helpfulness--This kind of person sticks with a job so it is learned well. He stays with a task until the work is finished. He is willing to keep trying.

G. Being on time for work. Remember how we said that time is money? Once again, it is very IMPORTANT to be on time.

IV. EMPLOYER/EMPLOYEE RELATIONSHIPS

A. While it is important to get along with your immediate supervisor, it is just as important to get along with your fellow workers. Here are some suggestions on how to get along with your fellow workers

B. Getting along with your other workers

1. Be thoughful of your fellow workers. All of us want to feel important and needed. If you thank others for doing things for you, whether they are large or small offers of help, such as opening a door for you or actually helping you to do your job better and more quickly, then will know that you notice and appreciate them. In turn, offer the same kinds of help to others. They will be pleased that you see their need for help and are willing to give that help. Being willing to give of yourself will help you to make friends, to feel good about yourself and your job, and make work more pleasant for everyone.

2. As we have said many times, you are building a work history. Your supervisor keeps records of how well you do your job, whether you are on time and when you are absent. He or she also keeps records of your attitude and how well you get along with your supervisor and other workers. So it will be very good for you to be known as a person who gets along well with others.

3. Although you may not know English, you can still make friends on the job. In fact, making friends will help you learn English. You can ask other workers the English words for certain objects at work. This helps you become friends. Although other workers may not understand your language, everyone understands friendliness, helpfulness and saying "thank you".

4. Be courteous and polite. If you have to wait in line, be polite and wait your turn. DO NOT push or shove. If you are considerate of others, they will be considerate of you.

5. Mingle with other employees. Everyday at work is a new day. Some days you will feel like spending your lunch time or rest periods by yourself. Some days you may feel like spending that time with other workers who speak your language. But it is important that some days you spend rest periods or lunch time with workers who do not speak your language. This helps you get to know them and help them get to know you. It is important to be liked and respected by other workers. This goes into your work record, too. It will also improve your English because you will have a chance to practice all the English you learn in the evening English classes.

6. Do not wear valuable jewelry or clothing to work. Valuable objects may get lost or stolen. Also, sometimes other workers may misunderstand and think that you are trying to "show off" your possessions, even though you do not possess much.
You should know, if you do not already, that SOME Americans do not like to have refugees moving to America. They do not understand your culture. They forget that their forefathers were once refugees too and were also misunderstood when they came to America. This makes it even more important for you to have a good attitude at work in order to give you and your people a good image. It also means not bringing expensive items to work which may get stolen or which some prejudiced individuals may misunderstand.

7. Obey safety rules. If you work in a factory or shop, the company will have specific rules that you and all workers will be expected to follow in order to prevent as many accidents as possible. Depending on what your job is these rules may include wearing gloves to handle hot or dirty materials, safety glasses to protect your eyes from flying pieces or metal or other objects, earplugs to protect your ears against loud noises and to wear closed-in shoes. FOLLOW THESE RULES AT ALL TIME WITHOUT HAVING TO BE REMINDED. This will show that you are interested in everyone's safety and are, therefore, a responsible person. People who do not follow safety rules are usually given two or three warnings which may include time off without pay. After these warning, if a person disobeys a safety rule again, he is fired.

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C. Unions

In some assembly plants, there are unions. In most of the building trades like carpentry, brick laying, roofing, ect. a worker is required to join a labor union.

1) Requirements

To join a labor union, you are required to pay annual dues. If you join, the dues are taken out of your check at different times throughout the year. You will be required to attend monthly union meetings which take place during non-working hours.

2) Advantages

While you may have limited English and may feel that you cannot afford to spend the money for union dues, it will probably be to your advantage to join a union. Why?

--You are represented by the union. This means taht if the working conditions in the company are bad, or if the workers need a pay increase, you have a group of people who will bargain with the company, for all the members of the union, to get what the workers need.

--Sometimes by joining a union, you can earn a higher salary.

--Sometimes, joining a union is a good way to find out about better jobs or get training in special job skills.

3) Strikes

Occasionally, the efforts of the union to talk to the employer about getting higher salaries or better conditions will fail. When this happens, the union will stop working until the employer gives the union what it is demanding. As we said, this is STRIKING. The union tries to avoid doing this because it means that many people are out of work and lose money. If the union thinks that being out of work will get what it is asking for, it will strike. If the union strikes, all union members are expected to strike. Workers who do not strike are considered disloyal to the union and are often reprimanded for not striking along with the rest of the union.
Therefore, if you join a union, you should know that you will be expected to strike if the union does. While it may seem financially risky to join a union because sometimes it MIGHT strike, and even though you may think that striking is disloyal to the employer, remember that very often, conditions and wages for many workers are made much better by striking.
When all things are considered, it will probably be better for you to join a union than not join, if your company has a union.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " On-the-Job Relationships ."

Objectives of the Lesson:

1. Students can compare/contrast employer/employee relationships.
2. Students can compare/contrast employee/employee relationships.

UNIT 1

Objective: Students can demonstrate an understanding of employer/employee relationships in America.

A. Most companies in America have a definite "chain of command" within its organization.
    1. The "chain of command" usually extends from an immediate supervisor up to the president of the company.
    2. It is best to always find out the role of each person within the "chain of command".

B. Most companies are very large and the President cannot supervise everyone.
    1. He/she will then delegate authority to other people within the organization.
    2. All people beginning a new job are usually assigned a supervisor
        a. The supervisor's job is to make sure the employees are doing a good job and assist them to do a better job.
        b. All supervisors will also have their own supervisor who makes sure they are doing a good job. This system continues on up to the president.

C. In any job, it's very important that an employee gets along with the supervisor.
    1. One important aspect of good relations with a supervisor is good communication.
    2. If an employee has any questions or problems concerning the job, it is important to talk with the immediate supervisor first.

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--An employee should not go to the supervisor's supervisor or to the president.

3. Establish good communications with your immediate supervisor.
    a. An example would be if an employee is either late or sick for work. It is best to contact the immediate supervisor first, rather than have the supervisor hear about it "second hand" from someone else.
    a. It is important to understand all instructions given. If you are confused, you need to ask questions for clarification.
4. It is very important to follow instructions.
    a. The supervisor will usually show an employee the way to do a particular job.
    b. It is best to follow the way instructed first.
    c. If an employee feels there is a more efficient way, they can suggest it to their supervisor. It is then up to the supervisor to make a final decision.

D. Giving Gifts

1. An employee may want to give their supervisor a gift for a holiday, birthday, etc. This is acceptable in most companies.
2. Giving a supervisor a gift does not mean any special favor in return.
   --Most Americans give gifts without expecting anything in return.

UNIT 2

Objective: Students can demonstrate understanding of employer/employee relationships in America.

A. Even though many refugees going to the U.S. will not speak English fluently, it is best that they try and make friends at work anyway.
   --For many,making friends will help them learn Englsih. Asking fellow employees what the English words are for certain things begin communication which can build into friendships.

B. Be thoughtful and courteous to fellow employees.

1. If other employees go out of their way to help you, acknowledge their assistance by thanking them.
2. You should also help them if they are in need of help.
    a. It is best to be sure first that an employee needs your help; some people will insulted by the gesture.
    b. Remember, most people feel they have the best way to do a particular job.

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3. Try to be courteous and polite to other employees.
    a. Do not push or shove people--always wait your turn when there are other people waiting.
    b. Most often if you are considerate of others, they will be considerate of you.

C. If a conflict arises at work, it is best to try and solve the problem with the other person involved.
    1. If conflict still exists, then go to the immediate supervisor.
    2. Remember, American will confront problems openly and directly. If you choose an intermediary to solve a problem, the other person involved might be insulted.

D. Adjusting to the pace of work
    1. It is usually considered best to always try to achieve the best possible results on a particular job. Sometimes, though, people resent others who try to achieve more than they do themselves.
    2. When beginning a new job, observe the pace of work of the other employees.
        a. Determine for yourself what will be most suitable for you.
        b. Try and develop the delicate belance needed to satisfy production demands and also to maintain on-the-job friendships.

Teaching Methodologies

Materials needed: Pictures of Americans on the job. These should encompass all types of working people.

- Divide students into small groups to answer the following questions based on previous experience, or ideas gathered from this course.
- Set a time limit of 5 minutes for each question.
- After each question, request the students responses in a large group and write them on the blackboard. Fill-in any important points which are missing.

1. If you have a supervisor what do you think his responsibilities to you are?

-- Some possible responses are:
    a. See you are doing a good job.
    b. Offer advice and suggestions.
    c. Handle problems.
    d. Be a channel of communication.
    e. Give information about benefits.

2. What do you think your responsibilities to your employer are?
   --Some possible responses are:
   a. to do a good job.
   b. to be on time to work.
   c. to notify sypervisor if late or sick.
   d. establish good communication.
   e. Obtain clarification of instructions not understood clearly.
3. What can you do to establish and maintain good relationships with the people you work with?

Present the following situations to the class either by reading them or through a short role-play.

An employee arrives at a new job. The supervisor introduces him to a co-worker who is supposed to help him with the new job. The co-worker is told to help train the new employee. What can the new employee do in the following situations?

A. The co-worker is very welcoming and tries his best to help the new employee to learn the job. Sometimes, however, the new employee has difficulty understanding his co-worker. What might he do? (Ans. Ask for clarification)

B. The co-worker is not particularly helpful or cooperative. The new employee is unable to do his job because of this. What might he do?

C. The new employee has an appointment with the Public Health Department. He needs to leave an hour early. What should he do?

Fast food restaurant.

D. A supervisor finds a new employee working very slowly on the job. The supervisor says "Time is money. You should be working faster." What might the new employee do? Does the employer like the new employee?

CONSUMERISM AND FINANCE

American Currency

Purpose: Prepare the student to use American money.

A. Recognizing Denominations

B. Counting and Making Change

Insert Page: 20.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 5 - " American Currency."

*Save the Children Federation, Experiment in International Living, and World Education

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CONSUMERISM AND FINANCES

Teaching Point: Counting Money

Objective: The learners can count money and make change

Preparation: You will need American money or its representation. For low level students you should only use whole dollars. If you are working with very low level students who might not be able to recognize numbers, then you will need to prepare flash cards with numbers printed on them to hold up before the students. You may want to make these cards in training.
The day before this lesson tell students to bring in samples of money from their country. You should bring in some Thai paper money and coins.
You will need some store items for the role play in part 2. These food items will need prices put on them before class. Decide on the prices of these items during your training.
Before you begin this lesson it is important to find out if all the students can count from 1 to 10, 1 to 20, and can do some basic math - addition and subtraction. If they are not able to (ie. low level students) you will need to spend a lot of time working with them on number identification (using flash cards). In some cases perhaps you will need to spend two full days on number identification and basic mathematics. This will be time well spent.
Another suggestion is to learn at least the numbers 1-10 in your student's language (and additional numbers if possible). This suggestion applies particularly to pre-literate classes.
Real US money is preferable to play money. However, real money is hard to keep track of. There is a problem with loss.

Procedure:

Part 1: Equivalencies

CONSUMERISM AND FINANCES

1. Make sure that your students can identify and add and subtract numbers. For some classes this might be all you'll be able to cover in one day.

2. Write the numbers 1 through 10 on the board. Also write 20, 30, 40, 50, 60, 70, 80, 90 and 100. For the numbers 1-10, the teacher can read the number of fingers. For the higher numbers, have the students point to the particular number on the board. For low level students it is suggested that you do this activity slowly to enable all the students to participate.

3. Ask the students to bring out examples of money from their country. If you available, you produce some Thai paper money. Ask the students the following questions:

   a. Other than by looking at the number, how else can money be distinguished?

   b. What can you buy with just one of any demonination? What will one bill (or coin) buy in your country?

   c. How much of this money is needed for everyday expenses such as: renting a house, buying a bicycle, or buying a kilo of rice.

4. Divide the students into small groups. Give each group a small pile of American one dollar bills, fives, tens, and twenties. Have the students take a close look at the bills. Ask if anyone in the class has ever seen the American money before. Have the students compare and contrast (in color and size) the Thai and American money. Compare/contrast US money.

   For low level students, be sure that they can recognize the numbers and can do simple math before you ask them to make change.

5. Now take all but the one dollar bills back from the small group. Each small group should have a pile of one dollar bills. Hold up a five dollar bill. Move around the room so all students can see it clearly. Say, "I will give each group one of these. Give me back the same amount of money from the pile in front of you." Have each group do this.

   Note: As always when working in small groups be aware that the same person isn't doing all the work for the rest of the group. Encourage everyone to participate.

6. Repeat the above procedure with another five, a ten, more tens and some twenties.

   Working with your class be patient and don't move too quickly. Give the students time to absorb what you are saying.

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7. If you feel your class has mastered recognizing paper money and making change using whole dollars, you may want to introduce American coins. Using the fake coins, have the students compare and contrast these coins with coins from Thailand or their own country (if available).
   Repeat steps 5 and 6 using American coins. Give students time to practice with the coins. It may be harder for some of the students to work with coins than paper money. Be patient.

8. At this point you may want to play a game. Put the same number of paper bills (and coins if an advanced class) in two separate piles. Ask two students to come up to the table. They should each stand before the pile of money. You write a price on the board (ie. $15.00 or $22.45). The person who can make this amount first wins the game. Ask other students up to the table until all have participated.

9. A suggestion for homework: give them math problems to solve (ie. simple addition and subtraction problems)

Part 2: Role Play

1. Before you go on to the role play be sure the students can recognize American money and make correct change. If they are not yet at this point, you will need to work with them some more.

2. Take all the money back. Set up a store for a role play. The store should have many items, none priced above $19.00. Give each student $20. Ask one student to come to the store, pick out an item and pay for it. You should take the $20, repeat the price of the item clearly, then count slowly up to 20. For example: The price might be $7.00. You have 3 one dollar bills, two five dollar bills and no tens for change. You say, "Seven (the price of the item) eight, nine, ten, and five makes fifteen, and five is twenty. Thank you."
   The student who has just bought the item should count his/her change in the same manner: "seven, eight, nine, ten, and five is fifteen, and five is twenty."

3. Let a student move into the seat of seller, another student into the seat of buyer. The teacher can observe and assist where necessary. Repeat the above procedure with more and more combinations of money, if the students are counting quickly and easily. INSIST THAT EVERYONE COUNTS OUT LOUD, both so that it is clear if the change is correct, and so that students can become accustomed to counting change (American). If you are able to assist (observe) two groups at once, set up a second store, and thus involve more students. Let all students participate in this role play (as buyer and seller).

Part 3: Grocery list

1. Divide the students into small groups. If you have an advanced class or perhaps an intermediate class you might ask the groups to make their own grocery list. The students can put prices next to the items. If the class is low level the teacher may want to prepare the grocery list and prices ahead of time. After the prices have been assigned. Ask the groups to imagine that soon they will be going to the food store. At the store they will be selecting items on their list. Explain that it is always a good idea to prepare a shopping list before they go to the store. That way shoppers are more likely to buy items that they really need.

2. Give each group a different amount of money - some more and some less. Each group should count the money they have, then decide on which items from the list they will buy.

3. Each group should report. They should tell the other groups which items they will buy, what the total cost will be, and how much money, if any, they will have left over.

4. Change the amounts of money given to each group and repeat the exercise. Follow this with a discussion about buying according to your budget, and getting the most for your dollar.

Part 4: Working with a Budget

1. Divide the learners into groups. Give each group a sample household budget for one month. The teacher should write in amounts for each item on the budget.

2. Give each group an envelope with a different amount of money. Some groups can get more money than they need, some just enough money, and some less money than they need. Each group should open its envelope and decide how they will meet the budget. If there is some money left over, they should decide what to do with it. If a group does not have enough money they must decide what are the most important items and pay for only them. Teacher should encourage the students to cooperate with each other.

3. Lead a discussion about the experience. Use the questions below and add others that are appropriate:

    a. How did you feel when you opened your envelope and counted your money?

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b. Was there cooperation within the group? Why. Why not?

c. How did groups with less money solve their problems?

d. Do you think that refugees in the USA have problems keeping a budget for the house? Do other Americans have problems keeping a budget? What are the problems? How would you solve them?

e. Do you think your household budget in the USA will be similar to this one? Why or Why not?

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "American Currency."

A. Recognizing Denominations.

1. Value of money.
   a. $1.00 U.S. = about $5.00 H.K.
   b. 100 cents = 1.00 U.S.
2. Currency.
   a. 1 dollar bill
   b. 5 dollar bill
   c. 10 dollar bill
   d. 20 dollar bill
   e. 50 dollar bill
   f. 100 dollar bill
   } All are same size and the same color (Green)
3. Coins.
   a. 5 cents = 1 nickel coin (silver colored)
   b. 1 cent = 1 penny (copper colored)
   c. 10 cents = 1 dime (silver colored)
   d. 25 cents = 1 quarter (silver colored)
   e. 50 cents = 1 half-dollar (silver colored)

TEACHING METHODOLOGIES

A. Chart showing US dollar/H.K. Dollars

Draw a chart on the blackboard showing the value of U.S. dollar and H.K. dollar. Use the exchange rate of 5.00. Leave some of the amounts blank and choose students to go up and fill in the blank.

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American Currenty

H.K.	U.S.
.20	.04
.50	.10
1.00	.20
1.50	.30
2.00	.40
2.50	.50
5.00	1.00
5.50	----*
----*	6.00
....	.... and so on

* let students fill in the blanks.

* Materials needed: A chart showing actual coins and currency.
Loose coins and currency.

After using the chart to show the value and size of American money, have the students to go up to the front of the classroom with some loose coins and currency and match it with the chart.

B. Counting and Making Change.

1. Counting one's own change.
2. Making Change.

TEACHING MOTHODOLOGIES

B. Materials needed: Boxes of American food marked with their prices.
American currency and coins.

Set up a table in the middle of the class with the boxes of American food. Choose a student to be the store cashier. Choose other students to go up and make a purchase. After the transaction ask another student to check the change and make sure it is correct.

* Exact change.

Materials needed: American coins and currency.
Cardboard model of a soda machine.

Choose some students to try to buy a can of soda from an exact change soda machine. Each student should be given a different amount of money to try with, but only one student should have the exact amount. Call on this student last, and since he has the correct change he gets a can of soda to keep.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "American Currency."

Materials: Play money, real American money, plastic fruits, tables, chairs, etc.

Procedure:

I. Introduction

American money is hard to recognize. The bills are all the same size and color. The coins don't have numerals printed on them, just numbers written out, (five cents not 5).

II. Activity 1: Introduce coins/making change

A. T holds up penny. L's repeat 1 cent. T writes 1¢.

B. T asks "What is this? (ans. - 1 cent)

C. T passes out pennies to learners in groups.

D. T introduces 5¢ in same way.

E. T asks L's questions comparing 1¢ & 5¢.
  1. What differences do you see? (size, color)
  2. What pictures are on the 2 coins.

F. T says "There are 5 cents in a 5 cent coin."
  T hold up 5 pennies & a nickel.

G. T says - "I need change. Can you give me change for 5 cents?"

H. T repeat process for dime.

I. T drills:
  1. "Show me______cents."
  2. "How much is this?" (Holding coin)
  3. "I need change."

J. T gives names of penny, nickel, dime,
  T asks "How many pennies are in a______? etc."

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K. T gives L's time to practice all above questions (I & J) in groups of 2 or 3 learners.

L. Repeat above procedure introducing quarters, half dollars & dollars.

III. Activity 2: Buying/Selling Role Play #1

A. T & Tr demonstrate role play of buying & selling plastic fruits. Price changes each time. Be sure person selling has enough money to make change. When making change count out the money:
T : How much is the apple?
Tr: 18¢
T : OK. Here's a quarter.
Tr: That's 19, 20, 25¢.

B. After demonstrating several times ask for 2 volunteers to come up & role play.

C. Pass out fruit making sure each group of 2 or 3 people has some and let them practice buying, selling & making change.

D. For advanced students, ask them to see how quickly they can count out change.

IV. Activity 3: Bills

A. Use same gradual procedure as listed in activity 1 to familiarize learners with bills.

B. Review constantly various ways of making change.

V. Activity 4: Buying/selling role play #2

A. Act out a role play of buying and selling play furniture, kitchen items, etc. Conduct procedure as in activity 2.

B. Prices for furniture etc. should range as follows:

1. Table ± $40 (37.95, 41.22 etc.)
2. Chair ± $20
3. Cup & saucer ± $3.00
4. Teapot ± $6
5. Spoon ± .50

C. Prices should vary. Students can make up new prices each time & thereby vary the amount of change they make.

D. Prices should not be written.

List of Approximate U.S. Prices

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American Currency

1¢ - small piece of candy or gum.
5¢ - larger piece of candy or gum
10¢ - pencil
18¢ - stamps for a letter
25¢ - orange, apple
40¢ - candy bar
50¢ - can of beer, ice cream cone, cup of coffee, tea
75¢ - 1 pack of cigarettes
$ 1.00 - loaf of bread, ½ gallon of milk
$ 1.50 - 3.00 - sandwich
$ 2.00 - kilo of rice
$ 5.00 - cheap meal in a restaurant
$10.00 - shirt
$25.00 - nice dress, chair
$50.00 - used table
$100.00 - pair of glasses, radio/cassette player
$500.00 - T.V. small, average refrigerator
$1,000.00 - used car
$5,000.00 - cheapest new car

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " American Currency ."

(NOTE: The teacher must make sure that this lesson does not become an English language lesson.)

A. Recognizing denominations

Questions

1. What is the unit of currency in Laos (Cambodia, etc.)?
2. Are these units divided into smaller units? If so, what are the names of the smaller units?
3. Do the units have only one name or several names?

The unit of currency of the United States is the dollar. This unit is divided into (= is equal to) 100 cents. Dollars most often are bills, while cents are coins. (There is, however, a one-dollar coin.) The bills and coins come in several different amounts:

coins	bills
1 cent	1 dollar
5 cents	5 dollars
10 cents	10 dollars
25 cents	20 dollars
50 cents	50 dollars
	100 dollars

There is also a two-dollar bill. Bills larger than 100 dollars are not generally used in everyday life.

The symbol for cents is ¢: for example, 50 ¢ is read fifty cents. The symbol for dollars is $: for example, $50 is read fifty dollars.

American Currency

Dollars and cents are combined with the dollars preceding the cents and a period between them: for example, $50.50 is read fifty dollars and fifty cents. The student will notice that when dollars and cents are written together, the symbol for cents is not used.

Exercise 1: Reading currency expressions

Have the students read the following currency expressions, using numbers in their own language.

Example: $1.42 One dollar and forty-two cents

1. $6.37
2. $8.49
3. $5.25
4. $10.63
5. $2.96
6. $1.52
7. $3.11
8. $7.84
9. $4.08
10. $9.70

Each of the coins and some of the bills have special names. The special names of the coins are often used by everyone, while the special names of the bills are less often used by fewer people. The special names of the coins are:

1 cent = a penny

5 cents = a nickle

10 cents = a dime

25 cents = a quarter

50 cents = a half-dollar

These words are used, for example, in asking for change:

"Do you have two nickles for a dime?"

They are used in stating prices only when the price is exactly one of the coins.

For example,

"That pen costs a dime."

but never

"That pen costs two dimes."

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Exercise 2: Using the special names for coins

Have the students read the following currency expressions using the special names for the coins whenever possible.

Examples: $6.50 Six dollars and a half

$7.20 Seven dollars and twenty cents

1. $8.25
2. 5¢
3. $9.55
4. 50¢
5. $6.26
6. 1¢
7. $2.02
8. 25¢
9. 10¢
10. $3.15

Questions

1. In what forms does United States currency occur?
2. What are the bills called?
3. What are the coins called?
4. How many cents equal a dollar?
5. In what amounts do the coins occur?
6. What are the special names for the coins?
7. In what amounts do the bills used in everyday life occur?

B. Counting and making change

Exercise 3: Adding up coins

Have the students give the total amount for each of the following sets of coins.

Example: 3 pennies, 2 nickles, a dime, 3 quarters, 2 half-dollars
= $1.98 (one dollar and ninety-eight cents)

1. 6 pennies, 3 nickles, 2 dimes, a quarter, 2 half-dollars ($1.66)
2. 4 pennies, 5 nickles, 3 dimes, 2 quarters, a half-dollar ($1.59)
3. 2 pennies, 4 nickles, a dime, 4 quarters, 2 half-dollars ($2.32)
4. a penny, 2 nickles, 4 dimes, 3 quarters, 4 half-dollars ($3.26)

5. 5 pennies, a nickle, 5 dimes, 6 quarters, 6 half-dollars ($5.10)

Exercise 4: Using coins and bills

Have the student give the least of bills and coins that would equal each of the following amounts.

Example: $3.63 = 3 one-dollar bills, a half-dollar, a dime and 3 pennies

1. $9.37
2. $6.25
3. $1.96
4. $10.11
5. $8.08
6. $7.60
7. $5.84
8. $2.52
9. $3.63
10. $4.49

CONSUMERISM AND FINANCE

Shopping in America

Purpose: Introduce shopping for food and non-food items.

A. Comparison of Shopping Systems

  1. Bargaining/fixed prices
  2. Responsibilities of the buyer and seller
     a. Accepting defective merchandise/returning items
     b. Keeping the receipt
  3. Sales tax

B. Market Familiarization

  1. Types of food stores (such as supermarkets, farmer markets, neighborhood stores, co-ops)
  2. Other places to shop (such as yardsales, garage sales, discount stores)
  3. Economical shopping
     a. Finding the best price
     b. Common foods/luxury foods

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CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand.

This material was developed for use in the presentation of the information in Lesson 8 - " Shopping in America."

*Save the Children Federation, Experiment in International Living, and World Education

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Goods and Services

Activity: Shopping America

Objective: Learners can compare and contrast methods of Shopping

Preparation: You will need some play money and coins. Bring some store products and a cash register. Bring signs for Department Store and newsprint and felt pens.

Part I: Comparison of Shopping Systems

Procedures:

1. Do a role play with teacher aide: a role play of shopping in their country. The buyer and seller are friendly and talk before they begin business. The buyer picks up and looks at an item; then, the buyer and seller begin bargaining in a friendly way.
2. Ask: What happened first? Then what happened? Then what? How was the price determined? How did the buyer and seller act toward each other?
3. Tell the learners that you will now role-play an American store. The buyer and seller should be serious. They do not talk much. There is a price on every item. It cannot be changed. The buyer looks at an item and the seller does not pay attention to him. Finally, the buyer brings the item to the seller. He may ask "how much", but usually says nothing.
4. Ask learners to report what they saw first; second; etc. Ask: How was the price determined? How did they act toward each other? ect.
5. Ask what was similar in the two role plays. Ask what was different.

6. Now have some learners come to you (the seller) say the price of the item ($1) and (5¢) sales tax. $1.05, please. The buyer should give you the full amount.
Ask: What is the price of this item? Why did you pay more? If none know, explain that in America many states have a sales tax on item. It is about 5%, but it can vary from state to state. Continue this role play with a few others who will role-play both buyer and seller.

7. Say: imagine you bought an item in your country. When you got home, you saw that the item was broken or it did not work. What would you have done? Imagine that you brought the item home and now you decide you do not like it. What would you do?
Explain that in America, if you buy something and it does not work well or it is damaged or you decide you do not like it and have not used it, you can go back to the store and exchange it or get your money back.
But you must have the receipt. What is a receipt?
Do a short role play of someone buying something, getting a receipt, going home, discoveirng something wrong with the item, then returning to the store with the receipt, and exchanging it or getting money back.

Part II: Market Familiarization and Economy

8. Explain that in America there are small stores selling only one kind of item (i.e. clothes) and there are large store selling a lot of items. A large store is called a Department Store. In one section of the store, they sell women's clothes, in another furniture, etc. Place some signs around the room: Women's Fashions, Men's Clothes, Sports, Furniture, Household Items, School Supplies & Radios & TVs, others if available. Say; imagine this is a big department store. Read an item that some one may want to buy. Ask a learner to go to the section where they might find the item. Here are some items one may what:

a. trousers
b. a bed
c. a notebook and pencil
d. a dress
e. a basketball
f. a radio
g. a belt
h. a table and chair
i. a badminton racket
j. forks, spoon, knives
k. a cassette-recorder
l. plates

9. Ask the learners to brainstorm a list of items they will need for the home and family.
Have the teacher aide write in learner's language the list on big newsprint in front of the classroom.
Ask learners to think about going shopping. They have a limited budget. If they could buy only one item, what would be the most

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essential item for home or family. Ask them to explain their choices. After, ask what would be the two most important things? three? etc.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Shopping in America, Part I."

SHOPPING FOR FOOD IN AMERICA

OBJECTIVES OF THE LESSON

1. Students can compare/contrast American and Vietnamese shopping systems.
2. Students can demonstrate knowledge of how to shop in America.

UNIT 1

Objective: Students can compare/contrast systems of buying and selling.

A. Bargaining/fixed prices:
   1. In the open markets of Vietnam, one could bargain for a good price on food items.
      a. In America, there is no bargaining on the price of food.
      b. Prices are set and marked on each item.

B. Responsibilities of buyer and seller.
   1. If you purchase an item which has a defect, you can return it for repair or replacement.
      a. The buyer must take the item back to the store of purchase along with the receipt for refund of replacement.
   2. The seller must replace any defective merchandise.
      a. If the item cannot be replaced, then the seller must give a refund.
   3. There are exceptions to the policy in America.
      a. When purchasing an item, it is always best to ask the seller their refund policy.

C. Sales tax.

1. Tax is charged by both federal and state governments on some kinds of products that you buy in America.
    - a. Price marked on the item does not include tax.
    - b. Tax will be added to the total cost at the check-out counter.
    - c. The amount of tax varies from state to state.

TEACHING METHODOLOGIES

UNIT 1 - A

Bring in boxes and cans of American food with the prices marked on them. Ask the students to come up and read how much they cost.

* ROLE PLAY

Materials needed: Some American products.

Two students, one a shop clerk and the other a customer, should go to the middle of the room where a shop is set up.

Customer:	How much is this box of food?
Clerk:	Let's see ... that $1.50.
Customer:	A $1.50?! That's too much money. I'll give you $1.10.
Clerk:	Are you trying to bargain with me? We only have one price for the products here. Either pay $1.50 or go some place else to shop.

UNIT 1 - B

* ROLE PLAY

Materials needed: An appliance.
A receipt.

Ask a student to return an appliance which has broken down. The store owner will ask him for his receipt and then tell him he can't get his money back but will get the appliance repaired for free.

* ROLE PLAY

Materials needed: An article of clothing.

A student should try to return an article of clothing to a store without the sales receipt. The clerk should ask for his receipt, and when the student doesn't have it the clerk should tell him it is not possible to return anything without the receipt.

UNIT 1 - C

* ROLE PLAY

Materials needed: A box of American food.

Two students show act as though they are waiting at a check-out line in the supermarket.

First student: How much is the box of food?

Second student: It costs $2.99.

First student: O.K. I have $3.00, I'll pay for it.

Second student: With tax it will end up costing $3.14.

UNIT 2

Objective: Students can describe types of food stores in America.

A. Types of food stores.

1. Supermarkets.
   - a. Supermarkets are the equivalent of the open market in Vietnam, but indoors.
   - b. Almost any item needed for the home can be purchased.
     1. Food.
     2. Kitchen/Laundry/bathroom items.
     3. Personal goods (soap, shampoo).
     4. Household goods (light bulbs, hammers and nails).
   - c. Etiquette in a supermarket
     1. Don't go to a supermarket in pajamas.
     2. Every supermarket has carts which you push up and down the aisle.
     3. If you stop to look at an item, don't block the aisle.
     4. There's a place in the carts for children. The supermarket isn't a playground and you shouldn't allow them to run around.
2. Grocery Stores.
   - a. There are small corner markets that stock most necessary items.
   - b. Because they don't stock in volume, they are generally very expensive.

3. Convenience Stores.
   a. Small stores which stock necessary items as milk, beverage and bread.
   b. These stores are generally open 24 hours daily.
   c. They are usually quite expensive in exchange for the "Convenience" of the long hours they're open.
4. Specialty Stores.
   a. Stores which deal in one type of food as butchers or bakers.
   b. Also stores which sell special ethnic foods, like Vietnamese or Chinese food.
      1. These stores are generally found in urban areas only; don't expect to find them everywhere.
5. Food Co-ops.
   a. Where a group of people get together to buy large quantities of food at wholesale prices, then divide up the food to save money.
   b. This is a very economical way to purchase certain food items.

TEACHING METHODOLOGIES

UNIT 2 - A: Supermarkets : Compare/contrast

Materials needed: Slides and slide projector

Begin by asking students how they go food shopping in Vietnam and Hong Kong. Do they go to the market or the supermarket? Can they buy everything under one roof or do they go to many different shops? Can they see the fresh food or is it wrapped up? Can they pay by check or cash?

Before the students see the slides, ask them to note anything new or different about the American supermarket.

For example:

What type of products can you buy there? Are there different sections for different foods? How do you carry your food around the store? Is the meat wrapped up already or can you buy it alive?

* Compare/contrast American food stores.

Materials needed: Visuals representing the different types of stores.
Newspaper ads made from these stores.

Directions: Show the visuals representing the different types of grocery stores in the U.S., then pass around the ads from these different types of stores. Compare not only the prices but also the types of food sold, convenience of opening hours and location.

UNIT 2 - C: Supermarket etiquette

* ROLE PLAY

Set up a role play with a student acting as an obnoxious customer in a supermarket. Have him do everything wrong; push his cart into people, speak in a loud voices and eat food before it is paid for.

Ask the student what he did wrong.

UNIT 3

Objective: Students can describe economical ways to shop for food in America.

A. Americans usually go to the supermarket only once or twice a week.
   1. The reason is that most American homes have refrigerators to store food.
   2. To buy food for a week, you have to estimate how much you need to buy and make a list.

B. Shopping for the best price.
   1. Most foods in supermarkets are stocked by types.
      a. For example, all meats are together in one section.
   2. There is usually a variety of brand names for a particular item.
      a. The famous brands are usually more expensive.
      b. Just because a particular brand is famous doesn't mean it's good.
      c. Generic brands (which are cheaper) are often as good as the famous brands.

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3. There are weekly sales at different supermarkets.
    a. Regular prices are lowered on certain items.
    b. Check the newspapers on Saturday or Sunday for advertisements of sales.
4. Coupons can be used to save money.
    a. They are usually found in newspapers.
    b. They look like small cards and usually have a picture of the product on them.
    c. The amount of money you can save is also on the coupon.
    d. Coupons do have expiration dates on them.
    e. Don't just buy something you don't have or need because you have a coupon for it.

C. Common Foods/Luxury foods.
1. Common foods are those foods which are necessary for survival - as meat, fish, rice, etc.
    a. You should plan your budget to include common foods first.
2. Luxury foods are those items not necessary for survival - as beer, candy, etc.
    a. Luxury foods should only be purchased if all your other needs are met first.

TEACHING METHODOLOGIES

UNIT 3 - B: Generic Brands

* ROLE PLAY

Materials needed: Some brand name products
Some generic products

Ask two students to pretend they are shopping in a supermarket. When they compare the prices of products with a brand name and the generic type, they should remark how much cheaper the generic products are.

UNIT 3 - B - 4: Using coupons

Materials needed: American products.
Coupons for the products.
American money.

Directions: Set up a table in the middle of the classroom with the American products. Have students go up with a coupon and busy whatever their coupon is for, including paying for the product in the U.S. money.

UNIT 3 - C

What should I pay?

Materials needed: Visuals of different types of food and drinks as they would appear in a store, cigarettes, etc.

* Directions: Write the names of the different foods on the blackboard in English. Tape the picture of the food next to it.

For example:
Milk
Eggs
Cookies
Cigarettes
Soda
Beer
Rice
Ice cream

Ask a student (or students) to come up and ( ) the food to buy if they have a limited income. Stress the point that cigarettes, beer and soda would not provide food value for them or their family and should not be purchased if they are short of funds.

* With the same visuals ask the students to choose the foods that are popular and cheap in Vietnam. Compare this with foods that are cheap/expensive.

For example: In Vietnam, shrimp is cheap but fresh milk is expensive, while in the U.S., shrimp is expensive and fresh milk cheap.

UNIT 4

Objective: Students can demonstrate knowledge of weights and measures in America.

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A. America uses the American system of measurement, not tne metric system which is used in most countries.
   1. Food is measured by ounces and pounds (oz and lbs).
      a. Liquids are measured by ounces, pints, quarts and gallons.

B. Food is priced by weight.
   1. Meat is priced by the ounce.
   2. Vegetables are priced by the pound.
   3. Liquids are priced by the pint, quart or gallon.

C. Most fresh foods have labels written in three parts:
   1. Price per unit (as price per pound)
   2. The total weight of the package.
   3. The total price of the package.

Example: Buying chicken.
   1. The chicken will either be whole and wrapped in plastic or cut into pieces and wrapped (No feathers etc.)
   2. There will be a label on the plastic giving price per pound, total weight and total price.

Therefore, to compare the price of chicken from one store to another, read the price per pound label, NOT the total price label. The total price label depends on the Size and Weight of the chicken.

TEACHING MET ODOLOGIES

UNIT 4 - UNIT PRICING EXERCISE

Material needed: Unit pricing handout

Directions: Ask the students to read the labels of the chicken and shrimp. Based on the information on the labels ask the students to answer the following questions:

Chicken

What is the price per pound of chicken?
What is the net weight of the chicken?
What is the total price?

Shrimp

What is the price per pound?
What is the net weight?
Total price for shrimp?

Which is cheaper per pound, chicken or shrimp?
Which package contains more, the chicken or shrimp?
Which is more economicalm the chicken or shrimp?

DATE OF SALE

What is the last date of sale for the chicken? for the shrimp?

* Lbs/Oz-Metric conversion chart

Materials needed: Conversion chart handout.
Measuring cups, quart container, gallon container.

Directions: Ask the students to read the list comparing the metric with Lbs, Oz and Fl. Oz.

Have the students fill up a quart or gallon container with the measuring cups, so they can see exactly how much a cup, pint, quart and gallon contain.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong

This material was developed for use in the presentation of the information in the lesson " Shopping in America, Part II ."

SHOPPING FOR CLOTHING

OBJECTIVE:

1. Student can select appropriate clothing for given social/climatic situations.

UNIT 1

A. Appropriate clothing.
   1. It is very important to select appropriate clothing according to a specific event, i.e. going to an interview, going to work, going to a park ...
   2. Pajamas are not considered appropriate clothing to appear in front of anyone outside of family members.

B. Appropriate clothing for work.
   1. Blue jeans are not acceptable for an office. They are perfectly acceptable if you have a construction job or other blue collar jobs.
   2. Suits or sports jacket with tie and slacks are standard men's attire for the office.
   3. Women wear dress or pant-suits.
   4. Should not wear flip-flops or sandals.

C. Appropriate clothing for social events.
   1. Parties.
      a. Casual.
         1. Men normally will wear a sports shirt and slacks.
         2. A nice dress or a nice pant suit for the women.

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- b. Informal.
  - 1. Men will wear a sports jacket with tie or a suit.
  - 2. A dress or slacks with a nice T-shirt top for the women.
- c. Blue jeans are not appropriate unless specifically told to wear or if you've been invited to a backyard barbecue or picnic.

D. Parks, beaches and other outdoor activities.

1. For both men and women, casual clothing is accepted: pants, shorts, T-shirts, sandals, flip-flops, etc.
2. Very skimpy clothing is accepted in some parts of the country, such as California, but may not be accepted in other areas such as Ohio.
3. Beach wear and barefeet are frequently not allowed in restaurants or most stores.

TEACHING METHODOLOGY

UNIT 1

A. Divide up the class into small groups.

B. Give each group a group of pictures of people in different types of attires, i.e.

Beach wear, office wear, evening wear, or casual wear.

C. Give each group an occasion such as a job interview or a beach party and have them select the appropriate attire.

D. To add interest, you may ask how they dress in Vietnam for the different occasions.

UNIT 2

A. Select appropriate clothing according to the season.

1. Weather patterns vary greatly in the U.S. depending on where you are located.
2. Because of central air conditioning and heating one dresses differently for indoor and outdoor activities.

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B. Spring and summer weather.

1. Can be hot and humid like Asia or can be hot and dry.
2. Most people wear casual and light weight clothing.
   - a. Sandals and flip-flops are acceptable for most social occasions.
   - b. Women can wear skimpy clothing. Sheer (or see through) clothing is generally not acceptable.
   - c. Children can wear T-shirts or shorts. But must be fully clothed. They cannot go out without pants or diapers.
   - d. In most cities, beach wear cannot be worn except at the beach.
3. Sun is damaging to one's skin. One should dress properly to protect one's skin.
   - a. Do not overexpose your skin to the sun.
   - b. Do not shower too much in dry climate.
   - c. When your skin feels dry, rub some kind of hand lotion, cream or oil into your skin.

C. Fall and winter.

1. It is very important to be properly clothed for the winter.
   - a. Where it is very cold, one can get frost bite if the skin is exposed too long or if the hands and feet do not have warm enough covering.
   - b. It is also easy to catch pneumonia.
2. Essential clothing for the winter (where it is snowy or freezing).
   - a. Boots.
   - b. Heavy socks: maybe 2 pairs to keep your feet dry and warm.
   - c. Parka (waterproof type)
   - d. Scarf: to keep your neck warm.
   - e. Hats: because most of your body heat is lost through the head.
   - f. Thermal underwear.
   - g. Mittens.

3. It is best to wear layers of clothing.
    a. It would be warmer to wear a turtleneck sweater, a flannel shirt over that, and then a jacket, rather than just wear a heavy sweater.
    b. Houses are heated in the US. To prevent being too hot inside and too cold outside it is easier to be able to just add layers or take off layers when needed.
4. Best materials.
    a. Thermal underwear.
    b. Wool flannel and cotton.
    c. Down-jackets.
5. Taking care of oneself in the cold weather.
    a. It is much colder when the humidity is high.
    b. Skin tends to chafe, dry out and be painful.
        1. One should shower less.
        2. Rub lotion, cream or oil on your skin regularly.

TEACHING METHODOLOGY

A. Start by discussing the variations of weather patterns in the US.

B. Go around the room and ask to see if the students know where they are going.

C. For those who know where they are going.
    1. Ask them what they know about the weather.
    2. Have they heard from friends as to what they will need?

D. Group those going to the same area and intersperse the rest of the class among the groups to discuss what they would purchase for their stay in the US.

UNIT 3: Sizes in America.

A. Sizing is different in America.
    1. Children's clothes are sized by a combination of age, weight and height.
    2. Adult clothes come in many different types of measurements.

3. Most stores have fitting rooms. Try on everything before you buy.
4. Most intimate apparel or underwear cannot be tried on due to health rule.
5. To find your approximate size, use the measuring instructions provided in the handouts.

TEACHING METHODOLOGY

Demonstrate to your students how to measure themselves or each other. The objective is to know what their measurements are. Even if they do not know what is their size, as long as they can tell the clerks what their measurements are, they are half way there.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Shopping in America, Part I: Shopping for Food."

Purpose: To introduce learners to the supermarket and shopping for food.

Materials needed: Supermarket items, photos 1-6 of supermarkets, picture dictionaries, box to use as shopping cart, play money.

Procedure:

1.- Americans can buy food in different kinds of stores. They include:

   a. Grocery store: Small corner markets that stock most necessary goods. Because they don't deal in very large volume, they may be expensive.

   b. Convenience store: Small stores that sell necessary items like milk and beverages. Open 24 hours/day usually and are quite expensive in exchange for the "convenience" of the long hours they're open.

   c. Special stores. Stores dealing in only one type of food (like butchers or bakers), stores that sell special ethnic foods (like Chinese/Vietnamese stores). These are only in big cities; don't expect to find them everywhere, and they tend to be rather expensive also.

   d. Supermarkets: Where most Americans do most of their food shopping, both for the price (less expensive) and the convenience (everything is in one store).

2.- American Supermarkets:

   a. The Supermarket is the American equivalent of the open market, but indoors. Everyone goes to the supermarket, it's a place for you to get some impressions of Americans, and where they can get some first impressions of you.

   b. Supermarkets are huge - about the same size as the entire classroom compound here in Galang.

c. You can buy almost anything you need for your house:

Food
Kitchen/laundry/bathroom items
personal goods (soap, shampoo, etc..)
household goods (light bulbs, hammers and nails, etc...)

What's available varies from store to store.

d. Opening hours of supermarkets vary from store to store and day to day - check opening hours and closing hours before you shop.

3.- Look at page 20 in your dictionary.
In the supermarkets, products are organized on shelves in categories. Milk, cheese and eggs, for example, are in a section labeled 'diary products'.

What other foods do you see in the picture that are grouped together:

canned goods
bread and cookies
meat and fish
fruits and vegetables
frozen food

In most supermarkets people use a card provided by the store to put their food in. After they have chosen everything they want they take the food up to the cashier who records the price on the cash register. The final price is sometimes higher than the total would seem to be because there is tax on items that you can't eat. Tax is usually not over 6% of the price. It's a good idea to add up the cost of the items you are buying before you get to the cashier. Then watch to be sure the cashier doesn't make a mistake.

In American markets people don't bargain about the price of things. The price is marked on everything on nobody will lower it. If you want to findcheaper prices you have to go to several stores and compare the prices marked on objects. For this reason, many markets advertise low prices on their storefronts or in newspaper or on T.V. (Show pictures #1 and 2.)

Be careful though, because some stores may have low prices on a few things and other things will be very high.

Look at these other pictures of American markets. What things are similar in Cambodia? What things are different? (Show pictures 3, 4, 5, 6)

Is there anything else that you notice about the picture on page 20 that is new for you?

4.- The teacher indicates the store display in front of the class. Teacher says: In American stores prices are written in many different ways:

$1.95 $ .95
1.95 .95
95¢

Qualities are also different:

approximately

1 pound (lb.) = ½ kilogram (KG)
1 ounce (oz.) = 28 grams (G)
1 fluid ounce (fl. oz.) = 20 milliliters (ML)
1 cup (C) = ¼ liter (L)
1 pint (pt.) = ½ liter (L)
1 quart (qt.) = almost 1 liter
1 gallon (gal.) = almost 4 liters

Explain only starred items unless people ask questions.

5. In stores we use abbreviations to show the prices of things:

.89/lb.
43¢ each (ea.)
1.26 qt.
1.21 oz.

6. Teacher shows 5-10 objects from front of class, explaining the prices and quantity abbreviations. (Teacher includes prices which use ea., lb., oz. and various ways of showing prices i.e. $ 1.95
95¢
1.
35¢
4/$1.00 etc)

7. Teacher passes around objects for learners to study. (Present goods and let L's look at the labels.)

8. After Teacher collects objects (before putting them back) Teacher explains system of aisles, sections. T. explains words - dairy, meat, produce, dry goods, cleansers, etc.

T asks Ls to point to section where each object should be put back.
T aide do demo 1st.

III. Role play

9. When all objects are in place T hands learner a box or chair to use as shopping cart & money in bills. L picks out objects &

buys them at cashier. T says remember to count your change.

10.- a. After a few people have done role play, T introduces concept of quantity buying and unit pricing:

Show large and small rice and laundry soap containers:

			(unit price)
Rice	1lb.	$1.00	$1.00/lb.
	5lbs.	$4.25	.85/lb. (save .75)
Soap	1lb.	$2.15	$2.15/lb
	2lb.	3.54	1.77/lb

b. T also explains how its cheaper to make a list and buy only what you need. In American supermarkets there are so many Products packaged so beautifully, that it's easy to buy things you don't really need. This is a problem for refugees who have only a little money for food each month.

c. T explains about expiration dates on dairy, meat and bakery goods.

11.- T now explains about supermarket etiquette. T emphasizes that many Americans take this etiquette seriously and will be angry with people who don't act appropriately:

a. Don't stop to talk in the middle of the aisle if you are blocking other people.

b. Don't block other's view of what's on the shelves.

c. If other are in your path, wait. Don't push around them.

d. There's a space in the carts for your children to ride in the supermarket isn't a play ground and they shouldn't run around.

12.- T asks for 2 volunteers to come shopping at the same time. One shopper will do everything right, the other everything wrong. Have the class make a list of all the things a shopper should and shouldn't do:

Should	Shouldn't
buying in large quantity	opposites
use a list	
not buy luxury items (alcohol, cookies,cigarettes)	
look at expiration dates	
be polite	
add up cost in advance	
know how much change to expect from cashier	
count change	
ask cashier for correct change if he/she didn't get correct change	

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " Shopping in the United States: Food."

A. Introduction

1. Do people in Laos (Cambodia, etc.) pay a fixed price for things they buy, or do they bargain?

2. Do they bargain for everything they buy? If not, what things are not bargained for?

3. What do Laotians (Cambodians, etc.) think about people--foreigners, for example--who pay the first price that is asked and never bargain for anything?

In the United States, most things that are used everyday are sold at a fixed price. This means that there is no bargaining for such things. Buying some things, such as cars and houses, may involve some bargaining, but most other things have a fixed price. If the newly-arrived person tries to buy something at a price lower than the one stated, the seller will not understand and may probably get a little angry.

However, there are usually several brands of what the person wants to buy, and these brands often differ in price. It is up to the buyer, then, to compare the prices of the various brands before buying something. The arrangement of a store often helps the buyer in comparing prices: all the things of the same kind are usually placed together in one place. Thus, the buyer does not have to walk around much in order to compare prices.

Questions

1. What is the practice in the United States--paying the fixed price or bargaining?

2. What might happen if you try to bargain for everyday things in the United States?

3. Is everything in the United States sold at a fixed price, or is it

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possible to bargain sometimes?

4. For what kinds of things is it possible to bargain?

5. People in the United States do not bargain for everyday things, but there is something the buyer can do that will achieve results similar to the results of bargaining. What is that?

B. Responsibilities of they buyer and the seller

1. When you bought something in Laos (Cambodia, etc.), did you always make sure it was exactly what you wanted?

2. And in this camp, do you do the same thing?

3. What did you do in Laos (Cambodia, etc.) when what you bought was defective (=damaged or not usable)?

4. And in this camp, what do you do?

5. Could you exchange (= replace one for another) things that you bought in Laos (Cambodia, etc.)?

6. And in this camp, can you exchange things you have bought?

7. What were the conditions in Laos (Cambodia, etc.) for exchanging things?

8. And in this camp, what are the conditions?

The act of buying something is like a two-way street as far as responsibility is concerned: the seller has a responsibility to the buyer and the buyer has a responsibility, too. The seller's main responsibility is to ensure that what he sells is in good condition: that is, a seller should not knowingly try to sell something that is bad. However, in the United States, the seller cannot always be sure that what he sells is in good condition. In the United States, many everyday things are mass produced: that is, hundreds or thousands of a thing are produced every hour or every day. Thus, some things that are produced in this way are not in good condition, and no one sees it. Also, many things are sold in packages that cannot be opened until after they are bought. Thus, it is possible that the seller is not aware that what he is selling is not good. It then becomes the buyer's responsibility to get what he wants by means of a receipt.

A receipt is a piece of paper that shows that a person paid a certain amount of money to another person for a certain thing. In general, receipts are very important in the United States, and the newly-arrived person should make a habit of keeping them--some for only a short time, such as a week or a month, and some for a longer time, up to three years, depending on the kind of receipt it is. Many, if not most, stores in the United States automatically give a receipt. If the newly-arrived person does not get a receipt for something he buys, he should perhaps ask for one. However, he must first decide for himself whether or not a receipt will be important later. For example, if he buys some envelopes he probably will not need a receipt. If he buys a shirt, he may need one.

When the buyer gets something that is not good, then, he must return it to the store and exchange it for something that is good or else get his money back. In general, exchanges or money returns will be made only when the buyer has a receipt to show that he bought the unusable thing at that store. In small towns, the situation is different, of course. Everyone knows everyone, so receipts are often not necessary. In the United States, the less personal relationship that exists between two people, the more documentary (= on paper) evidence is needed or used.

The buyer, then takes the unusable thing he has bought, along with the receipt, back to the store and exchanges the unusable thing for a usable one or else gets his money back. However, in general, the time between buying and exchanging must not be very great--perhaps two days at the most. Also, the unusable thing must be returned exactly as it was bought.

Questions

1. What is one important element in the buying situation in the United States?
2. What is the importance of a receipt?
3. Do you think there might be conditions on the returning of something to a store? If so, what are they?
4. Which of the following items could probably be exchanged?
    a. an iron that does not heat up properly
    b. a shirt that has a stain on the back
    c. a skirt that has a tear in the back
    d. a blouse whose color you no longer like
    e. a bottle of catsup that does not taste good
5. For the items in the question above that you think could not be returned, why do you think they could not be returned?

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C. Food in the United States

Questions

1. What foods did you eat most often in Laos (Cambodia, etc.)?
2. And here in camp?
3. What was the main part (= basis) for meals in Laos (Cambodia, etc)?
4. And here in camp?
5. What do you think people in the United States eat most often?
6. What do you think most kinds of United States food taste like?
7. Do you think you will like United States food? Why or why not?

Before continuing the discussion of shopping in the United States, a few words must be said about food in the United States. To the Southeast Asian that likes spicy food, food in the United States is usually quite bland--that is, without a strong taste. Because of the many ethnic sources of people in the United States, there are many kinds of food. But most of these are considered "tasteless" by Southeast Asians who like hot food. Another characteristic of food is the United States is that it is often quite simple: simple to prepare and simple to eat. For example, sandwiches--two slices of bread with one thing or another placed between them and eaten with the fingers--are a favorite noontime meal.

Many, but by no means all, people in the United States have three meals a day: breakfast, lunch and dinner. Breakfast and lunch are often very quickly eaten because people are often in a hurry. Breakfast varies from a single cup of coffee to steak and eggs. Lunch also varies from a simple sandwich and something to drink to a more elaborate affair consisting of 2 or 3 courses. Dinner is the main meal of the day for perhaps most people in the United States. If is often less simple than the other meals (that is, it often requires more time to prepare) and usually takes a longer time to eat because people are relaxing after working all day. Also, it is often the only meal of the day in which the whole family eats together.

Certain foods are sometimes, but again by no means always, related to certain meals. Foods associated with breakfast include such things as eggs, cereals, bacon, sausage, etc. Food related to lunch often include sandwiches, with or without soup and/or salad. Dinner foods usually include a meat dish with potatoes and one or two vegetables. Potatoes are a good example of some possible differences between meals: potatoes at breakfast are often fried, while potatoes at dinner are often mashed. However, the student must remember that there no absolutes: that is,

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whereas in Thailand it can be said that rice is usually eaten three times a day, there is almost nothing equivalent to that in the United States. Only bread--a minor part of a meal--comes close to being an equivalent. In general, people in the United States eat whatever they want, and whenever they want to eat.

In his own home, the newly-arrived person may eat whatever he wants, of course. When going to eat at the home of a native of the United States, however, he must be prepared to eat at least some kinds of typical United States food.

Questions

1. Many Asians eat rice three times a day. Do you think there is anything in the United States that may be eaten three times a day? What
2. Rice is the basis for meals in most Asian countries. What do you think is the equivalent basis for meals in the United States?
3. In the United States, must you always eat United States food? Why or why not?
4. Where is food preparation easier--in Laos (Cambodia, etc.) or in the United States? Why?
5. Where does eating seem more enjoyable--in Laos (Cambodia, etc.) or in the United States? Why?

D. Types of food stores

Questions

1. In Laos (Cambodia, etc.), where do most people buy their food?
2. And here in the camp?
3. Can all kinds of food be bought in the market in Laos (Cambodia, etc.)?
4. What about here in the camp?
5. Are there other kinds of stores in Laos (Cambodia, etc.) that sell food items? If so, what are they?
6. What about here in camp?

In the United States, there are several kinds of stores that sell food items. Now, probably every city and town in the United States has a supermarket. This is usually a fairly large store that sells all kinds of food items, both fresh and packaged. In addition, such stores often have many brands of everything that is packaged: that is, for example, a person wanting to buy a can of tomatoes (rather than fresh ones) will usually find many brands of canned tomatoes from which to choose. Another place to buy food is the neighborhood store. This is most often a small place in which the owner knows all, or almost all, his customers. Here, there are fewer selections available and the prices are usually somewhat higher. However, the personal relationships that can be established with the owner of a neighborhood store often outweighs the fewer selections and the higher prices. Finally, in some parts of the country there are farmers' markets. These are probably the closest thing to the Southeast Asian market. Here, farmers bring their produce to sell themselves. This is one place where bargaining may be possible. Related to farmers' markets are roadside stands: a simple table beside the road on which a farmer puts his produce to sell. Again, bargaining is often possible here.

Questions

1. What are the two major kinds of food stores in the United States?
2. What are the advantages of a supermarket?
3. What are the advantages of a neighborhood store?
4. Which is better--a supermarket or a neighborhood store? Why?
5. When is bargaining for food items sometimes possible?
6. Do farmer's markets and roadside stands exist all over the United States?

E. Economical shopping for food

Questions

1. What do you think luxury foods are? Give some examples.
2. Did you often have luxury foods in Laos (Cambodia, etc.)? What about here in camp?
3. If you do not earn very much, can you often eat luxury foods?
4. When might it be necessary to eat luxury foods?

Finding the best price at which to buy something in Laos (Cambodia, etc.) involves bargaining. Since most everyday things in the United States have fixed prices, the buyer must find some other way of finding the best prices. The best way to compare prices is to compare the cost per some unit. For example, if a person wants to buy mustard, he may find the following information on the bottles:

Brand A: 16 ozs. / 45¢

Brand B: 12 ozs. / 38¢

Brand C: 18 ozs. / 50¢

What he must do is find out how much one ounce costs of each brand. This is done by dividing the cost by the number of ounces. The results, in the case of the examples given above, are:

Brand A: 2.8¢ per ounce

Brand B: 3.2¢ per ounce

Brand C: 2.8¢ per ounce

Thus, Brands A and C are both cheaper than Brand B and cost the same. Which of the two should the buyer buy? It depends on which one he likes. He may like the taste of neither and decide to buy the more expensive one. Only the buyer himself knows whether he is more interested in cost or in taste. (A pocket calculator is of great use in this kind of shopping.)

Food in the United States can be bought in all stages of preparation. The first stage is, of course, the raw foods--meat and vegetables--which the cook must prepare completely. The next stage is the food that is somewhat prepared--including canned and frozen vegetables, shrimp, etc.--which the cook must do something to before they are eaten. Finally, there are complete dinners--meat, potatoes, and vegetable--that have been frozen and need only be heated up. Obviously, the more work that has gone into the preparation of a product, the more expensive it is. The newly-arrived person must decide which kind of food he can afford.

Questions

1. Since there is little bargaining for food in the United States, what must the food shopper do in order to get the most for his money?

2. How can prices of varying brands be compared? (Give the formula.)

3. What are the three kinds of food-based on preparation--that are available in the United States?

4. Which kind of food is probably the cheapest?

5. Which kind of food is probably the most expensive?

6. Given the fact that gas and/or electricity must be used to heat already-prepared food, which kind of food is probably the best buy? Why?

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " Shopping in the United States: Part II, Clothing."

A. Introduction

Questions

1. Do people in Laos (Cambodia, etc.) dress more or less in the same way, or do they generally dress differently from one another?
2. If they dress more or less the same, describe what they, both men and women wear.
3. Are there situations in which everyone wears almost the same thing--almost like a uniform? If so, what are the situations?
4. Do people in Laos (Cambodia, etc.) dress in a special way for special occasions?
5. If so, what are the occasions, and how do the people dress?
6. Do people here in camp dress the same as they would dress at home in Laos (Cambodia, etc.)?
7. If not, what are the differences?
8. Why are there differences?

Before discussing clothing in the United States, it is necessary to say a few words about how people in the United States dress. Perhaps most people in this camp have at some time met or seen people from the United States here in the camp They are certain to have noticed how the people from the United States dress. If their only experience with people from the United States has been in this camp, they may have some strange ideas about how people in the United States dress. For example, many of the women from the United States who work in this camp dress in a way that does not make them look even a little bit attractive. If they were working in the United States, they would probably not dress in this way. They would probably try to make themselves look good. And the same is true for many of the men

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from the United States who work in this camp. In general, they would present a better appearance if they were working in the United States.

The way people in the United States dress depends on several factors. The major one is appearance. Even though people in the United States seem to have complete freedom in the way they dress--that is, anyone can wear anything anywhere at any time--that is not true. People in the United States recognize different kinds of situations and usually dress appropriately for them. Thus, what one wears to school would not be appropriate to wear to a wedding cermony. What one wears to the beach would not be appropriate to wear to a funeral. The lack of any kind of uniform does not mean that people in the United States have complete freedom in the way they dress. Rather, it means that there is a choice--sometimes a great deal of choice--in what one wears in certain situations in order to look good.

Another major factor in the way people in the United States dress is the weather. The northern part of the United States is colder than the southern part. In fact, the northern part has four to five months of winter, in which the weather is very cold. People living there must dress to protect themselves from the cold. The southern part of the United States is much warmer, so in general it is possible to wear not only fewer clothes but also the same kinds of clothes throughout the year. People in the northern part may wear shorts, for example, only three or four months a year, while those in the southern part may wear shorts all year round.

The way people dress in the United States has two characteristics: casualness and confortableness. Within the limits of the appearance and weather factors, people in the United States like to dress casually and comfortably. Dressing casually means that there is an avoidance of anything formal except for very special, infrequent occasions. Dressing comfortably means that the clothing must feel good on the person. On many occasions, for example, men will arrive with neckties but soon loosen them from around the neck, without taking them off, however.

Questions

1. Do people in the United States have complete freedom in the way they dress? Why or why not?

2. What are the two factors that are important in the way people in the United States dress?

3. Who would have to buy more clothes--a person living in the northern part of the United States or a person living in the southern part? Why?

4. Can you think of two occasions, other than weddings and funerals, when

a person would have to look well dressed? What are they? (answer: when finding a place to live and when looking for a job)

B. Shopping for clothing in the United States

Questions

1. Where did you buy clothing in Laos (Cambodia, etc.)?
2. Did you have all your clothes made, or could you buy some things that were already made?
3. What things did you buy that were already made?
4. Which were more expensive in Laos (Cambodia, etc.)--ready-made or tailor-made clothes?

As was mentioned in a previous lesson, most things that are used every day in the United States are mass produced. This includes clothing. There are tailors in the United States, but few ordinary people have their clothes tailor-made. Most people buy things that are already made. Sometimes it is necessary to go to a tailor to have something fixed, but even that is very seldom. There are two major places to buy clothes: department stores and men's, women's, and children's stores. Department stores are very large places that sell all kinds of goods, sometimes including food items. Men's, women's, or children's clothing stores are much smaller and sell only clothing for men, women, or children. Of the two places, department stores are usually cheaper than stores that sell only clothing. In both cases, the clothing is of the ready-made kind.

Ready-made clothing comes in different sizes, and the buyer must find out what size he wears. Usually, there will be someone in the store to measure him if he is not sure of his measurements. For example, men's trousers are marked as to the size of the waist and the length: for example, trousers may have the markings

29 w; 30 1
29 w; 31 1
29 w; 32 1
30 w; 30 1
30 w; 31 1

The w means the waist measurement; the 1 means the length measurement. Thus, a man can find trousers that fit him quite well as far as the waist and the length are concerned. Woman's brassieres are also sold with two measurements: for example, brassieres may have the markings

28 A
28 B
28 C
28 D
29 A
29 B

The number indicates the chest measurement; the letter indicates the size of the breasts.

In many, but not all, stores it is possible to have clothing altered to fit the person. Alterations are less likely in department stores, and more likely in stores specializing in clothing. Usually alterations are done without charge, but may take a little time, depending on how busy the store is.

Questions

1. What are the two major kinds of clothing stores in the United States?
2. Which is probably cheaper? Why do you think that?
3. If you are a tailor, do you think you can earn a living in the United States as a tailor? Why or why not?
4. Most people in the United States do not wear tailor-made clothes, but if you are a tailor, you might be able to make a living in the United States. What would you have to do in order to make a living? (answer: advertise and charge reasonable prices)
5. Ready-made shirts are sold in the United States with two measurements indicated. What do you think the two measurements are? (answer: neck size and sleeve length)
6. Which do you think are better--ready-made clothes or tailor-made clothes? Why do you think that?

C. Economical shopping for clothing

Questions

1. What is done with old clothes in Laos (Cambodia, etc.)?
2. Are there stores in Laos (Cambodia, etc.) that sell used clothing?
3. What do very poor people in Laos (Cambodia, etc.) do to get the clothes they need?
4. What do Laotian (Cambodian, etc.) people think of people who get clothing in that way?

In addition to department stores and stores specializing in selling clothing, there are several other places that a person can buy clothing in the United States. The two major places are used-clothes stores and Salvation Army stores. These stores, however, are found mostly in the larger cities, and seldom in smaller towns. In general, the clothing in these stores are in usable condition, but may have to be cleaned before they can be used. In price, the clothing in these stores is usually much cheaper than the brand-new clothing.

A third place that is also found more in larger cities than in smaller towns is the "bargain basement" of department stores. In "bargain basements" the clothing--and everything elso that is sold there--might be slightly damaged and thus cannot be sold at regular prices. The damage is usually slight: for example, a seam of a pair of trousers or a blouse might be imperfectly sewn; the articles of clothing may have a slight discoloration in a certain spot.

Many people in the United States buy clothes in these places, even though the clothes are not new or are not in perfect condition. There is nothing wrong with buying clothes in these places: that is, very few people look down on a person who buys clothes in these places. In fact, the most important thing about clothing is that the clothes be neat and clean. People in the United States look down on people who are sloppily dressed or who wear dirty clothes--no matter how rich the person is or how high his social status.

Questions

1. Name two places for buying clothes at a fairly cheap price.
2. Are people in the United States ashamed to buy clothes in these places? Why or why not?
3. What are the most important aspects of clothing in the United States?

CONSUMERISM AND FINANCE

Cashing Checks

Purpose: Introduce the student to check cashing procedures.

A. What is a Check

B. Where to Cash a Check

C. How to Cash a Check

1. Having identification
   - a. Original I-94
   - b. State I.D. cards/driver's licenses
2. Endorsing checks
   - a. Where to sign
   - b. When to sign
   - c. Endorsement signature consistent with I.D.
3. Counting the cash in front of the teller

D. What to Do If a Check is Lost (i.e. reporting loss to bank issuing check)

Insert Page: 22.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 20 - " Cashing Checks ."

*Save the Children Federation, Experiment in International Living, and World Education

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Employment, Education, and Training--Lesson 4

Activity: Cashing Paychecks

Objective: Learners can sign a paycheck and get it cashed.

Preparation: Bring many sample paychecks and play money. Ask learners to bring I.D. Cards. Bring signs: CLOSED, OPEN, NEXT WINDOW PLEASE. Draw on blackboard or bring on large newsprint an example of a paycheck.

Procedures:

1. Ask how many learners had a job or worked in Laos/Cambodia. What did they do? What did they receive for their works? How often? Then ask them how many are now working in the camp. Do they work for someone? What do they receive for their work? Cash? Goods? Allow many learners to participate. (Allow 10 minutes).

2. Ask: Do refugees who go to America find jobs? The ones who do, what do they receive for their work? Explain that they often receive paychecks. They do not receive cash. However, the paycheck can be exchanged for cash. Ask: Has anyone ever seen a paycheck? Point to the large paycheck on blackboard or newsprint; ask: What is this? (Allow 5 minutes).

3. Briefly explain large paycheck. Point out the name of the company, the address, the date, the person to whom the check is written, the amount, and number of the paycheck. Then ask: What is this? (point to the name of the company). What is this? (Point to address). What is this? (Point to the date). Etc. Ask a few learners to come up and explain the paycheck to the class. (Allow 10 minutes).

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4. Pass out example paychecks to each learner. Their names should be on the paycheck. Ask a learner to come up and explain the big paycheck. Ask the others to follow, looking at their paycheck. Ask the learners questions about their paycheck; Who do you work for? Where is the company? What is the date? How much do you get each week? (Allow 15 minutes).

5. Now ask: Can they spend a paycheck? What must they do with the paycheck? Explain that in order to cash a paycheck, they must go to a bank or supermarket, register (give their name and address), and show an I.D. Card. Without an I.D. Card, they will not be able to cash the check. An I.D. is very important. Each time they cash a paycheck they must present their I.D. (Allow 5 minutes)

6. Set up a bank. Explain that there are many windows in a bank. A person called a teller works behind the windows. There is a bank teller behind each window. There is usually a sign at each window telling you if the window is OPEN or CLOSED. Sometimes the sign reads: NEXT WINDOW PLEASE. Show signs. Set up some windows and put a sign at each window. Explain that when they go to the window, they must line up, one person behind the other. When they present their paycheck, they must also present their I.D. They must also sign the paycheck. You sign the check on the back. Ask: Where do you sign the paycheck? (Allow 10 minutes).

7. Role play a scene in the bank. Choose some learners to be bank tellers. Give them a lot of play money. Ask other learners to come to the appropriate windows. Remember they should line up, make a queue. Ask: Why are you at the bank? What must you present at the window? What must you do with the paycheck? Tell the teller to count out loud the amount of money he/she is giving to the customer. Tell the learner to count out loud how much money he/she is receiving. Check to see if it is correct. Now and then change the bank tellers, using other learners. If a learner makes a mistake signing his/her paycheck, give them another one. Have extra copies. Make sure every learner presents a paycheck at the bank. Make sure he signs it and gets it cashed.

8. If time you may ask some questions reviewing the lessons activities:

   a. What do you receive as payment for your work?
   b. What must you do with the paycheck?
   c. Where can you get it cashed?
   d. What must you present with the paycheck?
   e. What must you do with the paycheck?
   f. What do you receive in exchange for the paycheck?

Insert Page: 22.3

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Cashing Checks."

Purpose: Introduce the learner to the concept of checking and check cashing procedures.

A. What is a check?

T.: American banks are very safe. Money that is deposited in the banks are insured by the American government. If the bank loses its money, the government will return your money to you.

One of the services a bank offers is a checking account. Americans use checks to pay their bills because it is safer than mailing money. Checks are pieces of paper, issued by a bank, that represent money deposited in a bank.

Go with your sponsor to a local bank and open an account.

3. Teacher and translator role play opening an account in English. Then have two students come up and repeat the process in their native language, with the translator helping them through. Repeat until correct.

Opening an account:

1. May I help you, Sir?
2. Yes, I would like to open an account.
1. What kind of account?
2. A checking account
1. Would you like a joint account?
2. Yes, my wife and I should both be on the account.
1. Fine, you should fill out these forms. We will need you and your wife's names, address, social security number & I-94. How much do you want to deposit?
2. I'll start with $100.00

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1. Fine, here are some temporary checks. You will receive checks in the mail with your name printed on them in two weeks.
2. Thank you.
1. You're welcome. Have a nice day.

T.: Explains a joint account and is when either husband or wife can write a check.

Material: Sample checks vocabulary list, sample deposit slip, sample check and register chart.

Break students into small groups.

C. Distribute vocabulary list for each student and a sample check for each group.

Explain the different items on a check from chart.

Then distribute sample checking deposit slips.

Explain how to fill out different items.

Distribute checking register slips and explain use.

D. Group Exercise

Materials: Play money, deposit slip, check, sample bill and register.

Purposes:

1. Review of deposit and withdrawal skills.
2. Student should be able to write check.

In small groups, have each group complete a sample problem. Distribute $100.00 in play money. Have group complete checking deposit slip and enter amount on register. Then one group representative from each group should bring funny money, checking deposit and register to the teacher to be checked for accuracy. Money and deposit slip should be kept by teacher, but register should be returned to students.

A sample bill should be given to the student after they have the completed deposit slip, register and returned money.

Each group should complete a check for the bill they have received. After they have completed check, and filled out register, the group representative should turn this into the teacher to be checked for accuracy. If there are problems have representative return to the group, and the translator point out the mistakes to all of the small group.

T. collects materials - Explain that the bank sends a statement once a month, which list all deposits and checks written in the previous month.

Material review:	Quantity
Vocabulary list (bi-ligual)	- 1 for each student (420)
Cancelled checks	- 47 for each student (420)
Sample deposit slip	- 47 for each student (420)
Sample blank check	- 47 for each student (420)
Sample register	- 47 for each student (420)
Play money	- $500/per class
Sample bill	- 5/per class

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Cashing Checks."

Objectives of this Lesson:

1. Students can identify a check and its component parts.
2. Students can demonstrate knowledge of check cashing procedures.

UNIT 1

Objective: Students can identify a check and its parts.

A. What is a check?

   1. A piece of paper issued from a bank that is legal tender.
   2. This paper can be exchanged for currency if you follow the proper procedures.

B. What can be found on the front of a check?

   1. The name and address of the bank from which the check was issued.
   2. The name and or address of the person or organization issuing the check may also be found printed on it.
   3. The date the check was issued.
   4. The number of the particular check and also the number of the account from which it was issued.
   5. The amount of the check.
      --This is written in numbers ($100.51) and also words ex. (One hundred and 51/100 dollars)
   6. The name of the person or organization to which the check is given.
      --Sometimes this is not specified (ex. written to CASH)
   7. The signature of the person issuing the check.
      --In the case of an organization this will be the name of a person employed by that organization who is authorized to issue checks.

C. What can be found on the back of a check?

1. The signature of the person to whom the check has been issued.
2. Sometimes either the address and or telephone number of the person cashing the check.

Teaching Methodologies--Unit 1

Materials needed: Visuals of a large check
Check handout in students workbook (see attached example)

Ascertain how familiar students are with using and cashing checks. Have they ever been paid by check? Have they ever gotten a check from their relatives in the U.S.? In Vietnam were bills paid by check? How was money sent in the mail there?

Using the large visual of a check for an example, fill in each component part. Have the students follow you in their work book.

UNIT 2

Objectives: Student can identify location where a check can be cashed.

A. A check can be cashed at a bank.

1. Normally a check can be cashed, most easily, at the bank or a branch of the bank from which it was originally issued.
2. Sometimes a check can be cashed at a bank in which the person receiving the check has either a checking or savings account.
   --Usually in this case the account must have at least the same amount of money deposited as the value of the check being cashed.

Teaching Methodologies

Unit 2 & 3

Materials needed: Poster: THE ABC BANK
Poster: The X Bank
Visuals of a check
ID Card

Role Play:

A refugee gets a pay check at work and is quite surprised that he did not receive cash in his pay envelope. He asks his co-workers where he should cash the paycheck, to which they reply "the Bank, of course!"

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He proceeds to go to ABC Bank to cash the check, but since the check has been written on the X Bank and the refugee doesn't have an account at the ABC Bank, he is not able to cash the check. Instead he is sent to the X Bank on the other side of town.

When he gets to the X Bank the teller asks to see his ID card (I-94) before cashing the check. The teller then asks the refugee to endorse the back of the check so he can compare the signatures.

UNIT 3

Objective: Student can demonstrate knowledge of how to cash a check.

A. Having identification.

1. Normally identification will be required of the person cashing a check.
   --This means some official document proving that the person attempting to cash the check and the person whose name appears on the check are the same.
2. In the case of a newly arrived refugee the best form of ID would be the original copy of the I-94 card.
3. Other forms of identification include state issued ID cards. For example, a drivers license.

B. Endorsing checks

1. The check must be signed on the back.
2. The check should be signed only after arriving at the bank, preferably in front of the teller.
   --This is a safety precaution in case the check is lost or stolen before cashing it.
3. The signature must be identical with the signature on the identification presented and the same name as appears on the front of the check.

C. Counting & storing the cash received.

1. The cash received from the teller should be counted immediately and in front of the teller.
   --This is to insure that the amount received is correct before leaving the presence of the teller.
2. The cash received should be put in a safe place and out of view before leaving the bank as a protection against loss or theft.

Teaching Methodologies

Refugee has a check to cash. He takes it out of his wallet and hands it to the teller along with some ID. The teller asks him to endorse the check, but the refugee replies that it has already been endorsed. The teller than warns the refugee that if he carries an endorsed check around it is the same as carrying cash; because an endorsed check could be cashed by another person if lost.

UNIT 4

Objective: Student can demonstrate knowledge of procedure to follow if a check is lost or stolen.

A. Lost or stolen checks.

1. The loss of a check must be reported immediately to the bank from which it was issued.
    a. This can be done initially by telephoning or going in person to the bank.
    b. A written statement will usually be required.
2. The following information should be given.
    a. The date the check was issued.
    b. The number of the check.
    c. The organization from which the check was received.
    d. The name of the persons to whom the check was issued.
    e. The amount of the check.
3. If this procedure is not followed immediately, the person losing the check can be held responsible.

Teaching Methodologies--Role Play: Lost Pay Check

Refugee: Boss, I'm afraid I lost my pay check this morning on the way to the bank.

Boss: Can you give the details to the payroll clerk and she'll take care of it.

Refugee: I'm sorry to bother you but I lost my check.

Payroll Clerk: The check issued last week?

Refugee: Yes.

Payroll Clerk: Can you fill out this form with your name and employee number. We'll call the bank and stop payment on the check.

(Refugee fills out the form)

Payroll Clerk: We'll issue you another paycheck as soon as possible.

Cashing Check

Role Play: How to cash the first check issued to you when you get to America.

Materials needed: A paycheck

Refugee at the sponsoring agency

Agency clerk: Mr. Tran, here is your check for some emergency money. Use this money to pay your first month's rent and to buy some food. You can cash it at the First National Bank. Be sure to bring your I-94 card with you.

Refugee: Where is the First National Bank's office? I'm not sure how to get there.

Agency clerk: It is on Main Street. If you don't know how to get there perhaps you can get your sponsor to go with you.

Refugee: Thank you very much for your help.

Agency clerk: Don't mention it. Call me if you have any problems cashing your check.

Role Play Materials needed: Toy telephone
Check visual

Studen should act out calling a bank to report his check is missing or lost and he wants to stop payment on it.

Bank teller: ABC Bank, Good afternoon.

Refugee: Hello, my name is Tran Van Vu. I lost two checks from my account at your bank.

Bank teller: Oh, really? What is your account number?

Refugee: B1711-512.

Bank teller: And your address Mr. Tran?

Refugee: 17 Elm Street, Chicago, Il. 60617

Bank teller: Good. Can I have your telephone number also?

Refugee: Its 312-555-1217

Bank teller: Do you happen to know the numbers on the checks.

Refugee: I think it was 107 and 108. I made them out to "Cash".

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Insert Page 22.12

Cashing Check

Bank teller: It's a good thing you called right away. We will stop payment on them right away. By the way can you stop in the bank and fill out the official form within the next few days, so we can have a written record?

Refugee: Certainly. Thank you very much for your help.

Bank teller: It was good you called up as soon as you did, before we had anyone trying to cash them.

CONSUMERISM AND FINANCE

Check Stubs

Purpose: Distinguish the differences between gross pay and net pay.

A. Gross Pay -- Total Income Earned

B. Net Pay -- Gross Pay Less Deductions

C. Deductions

1. Federal income tax
2. State tax
3. Other possible taxes (such as county tax, city tax)
4. F.I.C.A. -- Social Security tax
5. Other possible deductions (such as union dues, company health insurance)

D. Keeping Check Stubs

Insert Page: 23.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Check Stubs."

OBJECTIVES:

1. Student can differentiate between gross pay and net pay.
2. Student can explain the different deductions.

A. Pay check stubs.
  1. A record of total earnings.
  2. Can be used for tax purposes.
  3. Can be used as proof of income.
  4. Do not throw them away.

B. Earning statement.
  1. Indicates regular hours worked and the hourly salary rate.
  2. Indicates number of overtime hours worked and total overtime paid.
  3. Gross pay indicates total income earned.
  4. Net pay is gross pay less deductions. The actual take-home pay.

C. Deductions.
  1. Amount taken from income earned.
  2. Federally required deductions are based on a percentage of total earnings.
     a. Federal income tax.
     b. Federal Insurance Contribution Act (F.I.C.A.) - Social Security.

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3. State requirements: Depending on the state. Some do not have any.
    a. State income tax.
    b. Others - county tax, city tax.
4. Other possible deductions.
    a. Insurance plans (health, life, dental)
    b. Savings.
    c. Union.
    d. Pension.

D. Use of the check stubs.

1. Before cashing the check, always check the information on the check stubs to make sure.
    a. Hours worked are correct.
    b. Salary is correct.
    c. Overtime is calculated corretly.
    d. All deductions are in order.
2. Endorsing and cashing the check means you agree with all the information on you check stub.
3. If there is an error in your pay check, do not cash it until you're discussed it with the office, or you may forfeit your rights to claim back any money owed to you.

For the advanced classes, teacher might explain that some check stubs provide annual total of:

A. Income earned.
B. Deductions.
C. Annual leave.
D. Sick leave.

TEACHING METHODOLOGY

Start by having the interpreter pick someone to play the little skit below. Have the interpreter play the role of the long-time resident and the student, the new arrival. The objective of the skit is to increase the students' awareness of the deductions.

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Check Stubs

To set up: Put up a large pay-check stub. The interpreter should point to the different parts of the check stubs as they are being discussed.

New arrival : (very excited) I just received my pay check. How come I am not getting what they told me I was going to get? I thought I should be taking home $391.00 for these past 2 weeks, but my check only shows $323.18. What happened? Am I being cheated?

Resident: Don't panic. Your check is correct. You worked 80 hours during this pay period. We agreed that you would get $4.25 per hour, that makes it $340.

New arrival: Yes, but I also had 12 hours of overtime.

Resident: Yes, and you get time and a half for those.

New arrival: Time and a half? What's that?

Resident: Our law says that whenever you worked more than 8 hours a day or over 40 hours a week. These extra hours are considered overtime. They pay you one and a half times your regular pay. One and half times of $4.25 is $6.37. So you get $76.50 for these 12 hours.

New arrival: Those overtime hours really help. But wait, $340.00 plus $76.50 equals $416.50.

Resident: Yes, but don't forget about the deductions. We are required to deduct from your pay check Federal Income Tax and state income tax. Since you have joined the union we have also deducted your union membership. That's why your take-home pay is only $323.18.

New arrival: Oh, thank you. I forgot about all those deductions. Boy, they sure take an awful lot of money out!

Insert Page: 23.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Check Stubs."

Objectives: Learners can endorse check, and understand the differences between gross and net pay.

Materials: Sample pay check, funny money, check stub, benefits handout.

Introduction: T. explains that there are other types of checks besides personal checks. You also may receive your wages on a check. This is called a pay check. You should check the accuracy of your pay check and make sure you have been correctly paid before cashing a check.

1) Distribute sample pay check, pay stub (English/appropriate language).

Indicate specific portions of pay check, then explain deductions. Deductions are money taken from your pay check, to pay taxes to the government and to pay for your employee benefits.

2) T: should explain specific deductions to class.
   a. Hours worked - total hours worked
   b. Overtime premium hours - Hours worked overtime
   c. Paid absence hours - time paid even if you are not there
   d. Holiday vacation hours - time paid for you to take vacation
   e. Short week hours -?
   f. Miscellaneous hours - any other time worked or time off
   g. Base pay - amount of pay for regular working week.
   h. Overtime premium pay - money paid for working work hours than regular work
   i. Gross earnings - total earned before deductions

DEDUCTIONS

   j. Federal withholding tax - tax paid to U.S. government
   k. State tax - tax paid to state government
   l. Federal insurence contribution Act - money paid into Social Security fund.
   m. Other tax - taxes like city tax
   n. Union dues - money paid to union for them to protect you
   o. Contribution - money you offer to give to charity
   p. Credit union - money you want in the bank to save for the future
   q. Tools, glasses, shoes - money you have to pay for special equipment at work.

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r. U.S. saving bond - money you can save with the U.S. government
s. Special dependent insurance - extra insurance for your wife & children
t. Paid absence balance - how many hours of paid absence you have left
u. Garnishments - money taken out of your check because of bad debts
v. Net pay - money left over after deductions
w. Pay period end - the last day you were paid for

3) Now ask can they spend a pay check? What must they do with a pay check? Explain that in order to cash a pay check you must go to a bank or a supermarket and show an I.D. card. In supermarkets they may also require a check cashing card. (Distribute sample & make sure you get it back from learners.)

Then on the blackboard show how to endorse a check.

4) Set up a bank. Explain that there are many windows in a bank. A person called a "teller" works behind the windows. There is a bank teller behind each window. There is usually a sign at each window telling you if the window is OPEN or CLOSE. Sometimes the sign reads, NEXT WINDOW PLEASE. Show signs. Set up some windows and put a sign at each window. Explain that when go to the window, they must line up, one person behind the other. When they present their paid check, they must also present their I.D. They must also sign the paycheck, you sign the check on the back. Ask: Where do you sign the paycheck? (Allow 10 minutes)

5) Role play A-scene in the bank. Choose some learners to be bank tellers. Give them a lot of play money. Ask other learners to come to the appropriate windows. Remember they should line up, make a queue. Ask: Why are you at the bank? What must you present at the window? What must you do with the paycheck? Tell the teller to count out loud the amount of money he/she is giving to the customer. Tell the learner to count out loud how much money he/she is receiving. Check to see if it is correct. Now and then change the bank teller using other learners. If a learner makes a mistake signing his/her paycheck, give them another one. Have extra copies. Make sure every learner presents a paycheck at the bank. Make sure he signs it and gets it cashed.

6) If time permits you may ask some questions reviewing the lessons activities

a. What do you receive as the payment for your work?
b. What must you do with the paycheck?
c. Where can you get it cashed?
d. What must you present with the paycheck?
e. What must you do with the paycheck?
f. What do you receive in exchange for the paycheck?

CONSUMERISM AND FINANCE

Personal Finances

Purpose: Acquaint the student with banking and financial responsibilities.

A. Safe Handling of Money (such as postal money orders, carrying cash, checking accounts)

B. Banking

  1. Checking accounts
  2. Savings accounts

C. Paying Bills

  1. Planning a budget
    a. Planning for payment of bills
    b. Planning for other needs (such as transportation, clothing, entertainment)
  2. Procedures for paying bills
    a. Rent
    b. Utilities
    c. Phone
    d. Medical

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Personal Finances ."

Purpose: Acquaint the student with banking and financial responsibilities.

A. Savings accounts

1. Safety factor - Most Americans don't keep money with them or in their homes. Robbery or fire could cause you the loss of all your savings.
2. Profit motive - Banks pay you interest on the money you have deposited in a saving account.
3. Your money is insured by the U.S. government.

Activity 1: Opening a saving account

Materials : Savings deposit slip, savings withdrawal slip, passbook, receipt.

Introduction: In order to open a saving account, you should find a bank located near to your home or job, and one that offers good interest rates.

Procedures for opening an account

- bring your sponsor with you if possible.
- bring your identification with you.
- You will probably be required to make a minimum deposit.
- You will then have to fill out a deposit slip.

This will contain the following information:

1) Your name
2) Your account number (number assigned to each person)
3) Signature
4) Amount of deposit (both numerically and long hand)

B. Passbook: Your deposit will be recorded in a passbook either by hand or a computer. This is your record of your deposits, so don't lose it. Interest payments are also recorded in your book.

C. Withdrawals: You will also want to make withdrawals from your savings account. In order to do this you will need identification, your passbook, and a withdrawal slip. Withdrawal slips usually require the following information:

- your name
- date
- your account number
- amount (both numerically and longhand).

BILLS

OBJECTIVE - Student should

1) Be aware of the various sources from which they can expect to receive bills.

2) Be able to identify such essential terms as amount and due date.

3) Become aware of various methods of bill paying.

4) Realize the consequences of failing to pay bills on time.

INTRODUCTION

I - Billing for most major expenses in America is done through a computerized system.

You can expect to receive bills in the mail for services such as electricity, water, gas, rent, phone, medical services and anything purchased on credit.

If students are not familiar with credit explain how it operates. Instead of paying in cash, you promise to pay in the future. You will either pay all at once or in several monthly installments.

II- It is most important that you become familiar with the format and different terms used on most bills in the U.S. All bills include the following information:

1) Your name, address and account number
2) Notation of the billing period
3) The date the bill is due
4) The amount you must pay

Some bills will contain additional information :

Distribute sample phone bills

Examples: a) Phone Bills will list -

- i. the date of all calls
- ii. the places called from and to
- iii. the telephone number called
- iv. the total number of minutes of the call.
- v. the time the call was placed
- vi. the total cost for each call

Distribute sample utility bill

b) Utility Bills (water, gas, electricity) will also include a meter reading of the units used during the billing period.

c) Bills from credit card companies will list the item along with its total price. Remember that in many places in America you will be charged additional government sales tax of between 6-10% for items such as clothing and furniture. Also, many items, especially clothing are returnable if you can present the bill or sales receipt. (only if unused)

d) Sample medical Bill
You will also be billed after you receive medical treatment.

III- Methods of Payment

1- You will want to pay most bills that you receive by check or money order and through the mail.

2- Some companies might require you to return a part of the bill to them (the stub) for identification. Make sure this is done or the company will not be able to identify your payment.

IV- Failure to pay bills
You must be very careful to pay all your bills on time (by the due date).
If you don't due this several things might happen:
1- You could be charged a penalty fee.
2- You utilities might be shut off.
3- If you fail to pay your rent you might be evicted.
4- You might receive a bad credit rating. There are centralized computer facilities in the U.S. that keep track of people who don't pay their bills. If your name is listed with this

computer you will have a very difficult time getting a credit card, bank loan etc.

Example: Failure to pay you phone will can result in the disconnecting of your phone. If you attempt to get another phone your application might be refused.

5- Bill collectors + Repossession
If you purchase furniture or a car on credit and do not pay the monthly installment, the company you bought these things from can legally come and take them away from you.

V - Class Exercise

Divide the class into smaller discussion groups of 6-8 students.
This exercise can be used to domonstrate both the correct reading of bill and developing budget priorities. Ask each group to read the bills, question them as to:

1- What period does the bill cover?
2- What is the due date?
3- Is there a penalty fee?
4- Re: phone bills
  - What was the amount of last month's bill?
  - What is the total amount due?
  - How long was the call on May 19?

The students will have a limited budget to work with, one that is not enough to cover the entire amount of all the bills combined. Ask them to decide which bill to pay first and why Essential Utilities and Rent should be paid immediately. The Doctor's bill could be let go; provided they notify the doctor's office and explain the circumstances.

HOUSEHOLD MANAGEMENT AND BUDGETING

Note to teachers and interpreters: This lesson is very complicated, and will therefore come complete with lots of side notes and directions.

OBJECTIVE: to explain what a budget is, and to give the students an understanding of how to budget and spend their money wisely in the States.

1. Goals

Please ask the students to discuss:
- Their immediate goals in the states
- Their long-term goals
- Their family/personal goals

(You will have to define what we mean by 'goals', and guide the discussion

Talk about these in relation to money: how much money will it take to go to college, or buy a car, or live in a big house?

2. The high cost of living
   a. You, the students will not have enough money to buy and do everything you would like when you get to the States.

      Your income (the money you get), from whatever source, will be very low, when you first arrive in the States.

      - We'll be talking later about jobs, employment and sources of income.

   b. The cost of living in America is very, very high.

      - The 'cost of living' is the price of everything you need to buy to live. This includes food, housing, clothing, heat electricity and almost everything else you can think of.

   c. How much do you think things cost in the States?

      (-Review the prices of certain daily necessities)

   d. Because of these high prices, it is essential for you to understand your:
      1. Income (the amount of money you have),
      2. Expenses (how much money you need to buy the things you need),

      over a given period of time (like a week, month, or year).

so that goals are discussed in financial terms. Point out the difference between short and long-term goals, and the differences (and potential conflicts) between personal goals and family goals).

(Name a few common items and ask how much the students think these would cost in the US. Examples are beer, $5.00; cigarettes, $4.00; eggs, $4.50; and so on. You can change the prices to local currency equivalents so the students can more easily relate to them.

Insert Page: 24.6

Personal Finances

c. Intro Budgeting

This figuring out of your income and expenses is called BUDGETING.

- How many students know what this is?
- How many have done it before?

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Personal Finances."

Objectives of this lesson:

1. Students can describe ways for the safe handling of money.
2. Students can demonstrate knowledge of U.S. banking system and use of banking forms.
3. Students can plan a budget and demonstrate knowledge of financial responsibilities such as procedures for paying bills.

UNIT 1

Objective: Safe handling and use of money.

- A. It is best not to send cash through the mail.
    1. Cash can easily be lost or stolen.
    2. Money should be sent in a way that provides you with a receipt to serve as proof of payment of a bill or sending of money.
- B. Alternatives to sending cash in the mail.
    1. A postal money order - can be purchased at any post office. A small fee is charged depending on the amount of the money order (Ex: US$50.00 money order = approx. $1.50 fee).

       A money order has two parts:

        - a. A copy for the recipient.
        - b. A duplicate copy is kept as a receipt by the purchaser.

       *Note: For sending money overseas, it is necessary to use a U.S. International Postal Money Order.

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2. A bank money order - can be purchased at most banks. The procedures are similar to postal money orders.
3. A personal check - is also acceptable. A check can only be exchanged for money by the person receiving it. Your cancelled check is your receipt. Personal checking accounts can be opened at most banks. (Refer to Unit 2).

C. Safety.

Most Americans do not carry large amounts of cash with them or keep it in their homes. Large amounts of cash can be easily lost or stolen. It is better to deposit anything beyond basic living expenses in a bank account.

Teaching Methodology:

General - Introduce this unit by having the interpreter read "Mr. Pham's story" (see below) along with a student volunteer to play the role of Mr. Nguyen.

The following questions could be used as a follow-up to encourage a discussion.

1. Do you think Mr. Pham should consider opening an account?
2. Do you think he should go into the bank to investigate opening an account?

UNIT 1-B

Materials needed: Large visual of a postal money order.

- Explain English terms in the native language using large visual or by reproducing a money order on the blackboard.
- Tell students to fill out their personal information, i.e. name and address, on the Personal Money Order from the bank. The remaining parts will be filled out in Unit 3 section on paying bills.

MR. PHAM'S STORY

Mr. Nguyen and Mr. Pham are working the day shift at the Breakway Glass factory from 7 o'clock in the morning to 3 o'clock in the afternoon. Mr. Nguyen has been working there for some time, but Mr. Pham is a new employee. Friday is his first pay day. After work, Mr. Pham expects to ride home with Mr. Nguyen as usual, but Mr. Nguyen tells him that he has to stop at the bank first.

Mr. Nguyen: On pay days, I deposit some of the money in my bank account and take only a small amount of cash home.

Mr. Pham: Does that mean you have to keep coming back to the bank everytime you need money to pay bills or buy things?

Mr. Nguyen: No, I can write checks to pay bills and to buy things at most stores. I only have to go to the bank when I need cash. Don't you have an account?

Mr. Pham: I like to keep my money with me, I feel more comfortable that way.

Mr. Nguyen: That's risky, what if you lost it or were robbed? When you put money in the bank, it's protected against all kinds of loss.

Mr. Pham: Would they let me have an account? You know, I just came here recently.

Mr. Nguyen: Sure! Anybody can apply. All you have to have is a proper identification and a reference. Would you like to come into the bank with me now?

UNIT 2

Objective: To introduce U.S. banking system and familiarize students with banking forms.

A. 1. Banks in the U.S. are private companies, therefore, there is a lot of competition among them to attract you as a customer. The money that you deposit with the bank is insured by the Federal government against loss. The following should be considered when looking for a bank:

1. The location and banking hours should be convenient.
2. The cost of services.
3. The interest rates.
4. The quality of services.
5. The variety of services (checking accounts, savings accounts, safety deposit boxes, loan availability).

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2. Some financial institutions are organized by their members. They are called credit unions and are usually associated with the workplace. They often provide useful services at substantial savings for their members. These services can be investigated at your place of employment.

B. Checking accounts - one service offered by many U.S. banks is a checking account. Money deposited in this account can be withdrawn at anytime by writing checks, but only by the person or persons who opens the account.

1. To "open" an account a person must go to the bank of his/her choice with proper I.D. (Ex: I-94, Social Security card, etc.) and a reference or person to co-sign.

    a. You must specify type of account desired.

        - Personal account, one person may deposit and withdraw money.

        - Joint account, two persons may deposit and withdraw money.

    b. A signature card - must be signed by the person or persons opening the account. Signatures on checks will be compared with the signature on this card, therefore, always sign the entire name and in the same manner everytime.

    c. An initial deposit will be requested. This money is held in the account and used to pay the checks that are written against the account.

    d. A checkbook with your name, address and account number on each check will be issued. Your checks then become a form of cash and you can write checks up to amount you deposited in your account. (See section 5)

*Note: One serious error a person with a checking account can make is to overdraw his/her account (bounce checks). That is, to write a check or checks which are for an amount larger than the money currently deposited in the account. In addition to having these checks returned upaid, other consequences of this action might be the closing of the account, a bad credit rating, legal action and fines.

2. Depositing money - when depositing additional money you should fill out a deposit slip. The deposit slip has the following information:

   a. Account number

   b. Name of person

   c. Date

   d. Amount deposited

   The teller will give you a receipt. Keep it as proof of your deposit.

   --Each checkbook has a register or checkstub. Record every deposit on this register at the same time you make your deposit.

3. Writing checks - when you write a check it should include the following information:

   a. Date

   b. Name/of recipient (Sometimes an organization)

   c. Your signature

   d. Amount written in two ways. (Numerically & long-hand.)

   After writing a check you should record the amount, name of recipient, date and check number on the check register or checkstub.

4. Monthly statement - at the end of each month you will receive a statement from the bank listing the following:

   a. checks that have been written during the month

   b. deposits made during the month

   c. banking charges incurred for the month

   d. the present balance of your account

   You will also receive all your cancelled checks. These should be kept along with the statement as an official record.

   The statement should be compared with your check register every month to insure that there are no mistakes.

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5. A word about fees.
   a. Some banks offer free checking.
   b. Some pay interest on the balance in your checking account.
   c. Some charge various fees:
      1. a monthly charge
      2. a fee per each check written
      3. both of the above
   d. Most charge for the printing and issuing of checkbooks and checks.

*Note: Lost checks and checkbook should be reported to the bank immediately. (Refer to Lesson 20 for details.)

C. Savings Accounts - this type of account is designed to deposit money for a specified period of time. This is a convenient way to earn extra money because the bank will pay "interest" on your account.

1. A word about "interest"

   The following varies from bank to bank

   a. Percentage rate of interest paid on an account. (5½%, 5¼%)
   b. Manner in which "interest" is earned. (compounding)
   c. The frequency it is credited to your account. (Annually/quarterly)
   d. Required minimum balance and length of time for which it is deposited.

*Note: In general, the highter the amount of money deposited and the longer the length of time it remains in an account, the higher the amount of money earned as "interest" will be.

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2. To open a savings account - go to the bank with your Social Security number and the money you intend to deposit.
   a. Some banks might require a minimum deposit and also that you keep a certain amount of money in the account at all times. (Ex: $25.00)
   b. Choose the type of account desired, i.e. personal account/joint account.
   c. Fill out a deposit slip for your initial deposit. This will contain the following:
      1. Your name
      2. Account number
      3. Signature
      4. Amount of deposit (numerically & long-hand)
3. Passbook - you will receive a passbook at the time you open your account. All transactions, i.e. deposits, withdrawals, interest credited, will be marked in this book. It must be presented along with a deposit or withdrawal slip each time you deposit or withdraw money from your account. If lost or stolen, it should be reported to the bank immediately. This will prevent others from withdrawing money from your account.
4. To withdraw money - fill out a withdrawal slip. It contains the following:
   1. Signature
   2. Date
   3. Your account number
   4. Amount (numerically and long-hand)
   5. Person withdrawal should be paid to
5. Other services provided by most banks.
   a. Loans
      - Many Americans take out loans from banks for purchasing items such as automobiles or mortages for a home. They require that the person pay back the original amount plus interest.
      - Usually some part of the loan & interest (installments) is paid back each month.
      - The larger the loan and the longer it takes to pay it back, the higher the interest will be.
   b. Safety deposit boxes - are a safe place to keep valuables such as jewerly and also important documents. They can be rented at most banks for a small charge.

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UNIT 2-B: Group Exercise for Checking Accounts.

Materials needed: Hong Kong Student Workbook, pages 68 thru 73--currency, coins, filled-in check (see attached reduction).

Objective: 1. Students should be able to:

1. Write out a check.
2. Fill-out deposit slip.
3. Fill-out withdrawal slip.

- Divide class into five even numbered groups. Try to insure that there is at least one literate student in each group. Each student should have a partner within the group.
- Review with students the basic check writing procedures. Draw attention to the fact that in reality each check should have both the students' name and account number on it.
- Have each student write out a check payable to his partner.
- Stress that when students have their own checking account they should record each check they write.
- Refer to check recording form. Note the columns for DATE, NAME OF RECIPIENT AND AMOUNT OF CHECK. Stress the fact that students can only write checks for the total amount of money in their account.
- Have students fill out a deposit slip for the amount specified by the teacher.

  Draw attention to the deposit column on the recording form, and stress that deposits should always be recorded and that the balance always be updated.
- On the Monthly Checking Statement, explain the basic headings - (credit, debit, etc. and especially balance.)
- Explain that this type of statement will probably be received once a month in the mail.

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UNIT 2-C: Group Exercise for Savings Accounts.

Materials needed: Hong Kong Student Workbook, pages 68 thru 73--
currency, coins (see attached reduction).

Objective: Students should be able to:

1. Fill out a savings slip.
2. Fill out a withdrawal slip.
3. Read the entries in a passbook.

- Divide students into five to ten small groups.
- Instruct students in the use of the vocabulary handout. Banking forms in the U.S. will not be in Vietnamese/Chinese and if they want to understand what they are doing when they go to the bank, they should practice using the vocabulary list now.
- Explain that although the type of forms and savings passbooks may vary from bank to bank the basic procedures will remain the same.
- Draw students' attention to the terms listed at the top of the savings passbook. Make sure they understand each, expecially the concept of interest. Also draw attention to the Account Number, here each person has the same number but in reality each person will have a different number.
- Have students fill out the required information (name, address, etc.) Then have each group be responsible for completing the forms for a different set of savings and withdrawal transactions. You can number your groups and write their assignments on the board. Make sure to explain that the deposit slips, coins, currency and checks should be listed separately.
- Check to make forms are filled out correctly.
- Reading passbooks.

Question students about various transactions made on the sample passbook page.

Ex: 1. How much money was deposited or withdrawn on Line 10?

2. How much interest was earned on Line 7?

UNIT 3: PAYING BILLS AND BUDGETING

Objective: Students can plan a budget and demonstrate knowledge of financial responsibilities, such as procedures for paying bills.

A. Budgeting.

1. When planning a budget, the following points should be considered.
    - a. Setting priorities. Distinguish between "basic needs" and luxury items.
    - b. Long term (10-20 years) goal. Such as sending children to school or buying a car.
    - c. Short term goals - immediate financial goals after arrival in the U.S.
    - d. Planning for "lump sum" payments - e.g. quarterly insurance payments, taxes, school expenses for children, etc.
    - e. Planning for payment of bills and variable expenses such as transportation, clothing and entertainment.
2. Estimating the family's income.
    - a. Estimate how much money one will make during a planning period (usually 12 months).

      --Fixed wages.
    - b. List all expenses that your family has for the planning period.
    - c. Some costs will increase due to inflation--for example: fuel, food and clothing costs.
3. You can expect rent, food and fuel (gas and electricity) to be a very large portion of your expenses.
    - a. Your budget should include an amount for savings, no matter how small the amount might be. It is important to learn the habit of saving in order for future goals to be reached.

TEACHING METHODOLOGIES--UNIT 3

A. Budget.

Before dividing into groups to prepare the budget use the following questions for discussion.

1.a. What are basic needs? What are the absolutely essential things you will need to pay for in the U.S. (Compile a list of the responses on the blackboard filling in where necessary).

b. What are some long-term goals you will need to save for?

c. What kinds of regular payments will you have to make?

- monthly
- daily
- annually, etc.

2.a. If your monthly salary is $________, what is your annual salary?

b. If your hourly wages are $________, what is your monthly/annual salary?

(For low-level this could be practised on the blackboard as math problems).

Give each group a fixed monthly income and let them work out the budgeting as a group. Allow 10-15 minutes for the exercise.

Examples of fixed income: $600/month
$700/month
$650/month
$675/month
$750/month

Also refer to low-level budgeting exercise for categories of budgeting areas and proportions recommended for each category. This is based on a $500 a month salary.

BUDGETING EXERCISE FOR LOW LEVEL STUDENTS

- Preface exercise by making sure that students have some idea of correct portion of monthly salary that should be devoted to each budget area.
- Divide students into groups of 5 or 6. Each group will receive one month's salary: approximately $500. (This figure is based on the net salary of a single individual working a forty hour week and earning the minimum wage.) The individual is making payments on their airfare from Hong Kong to U.S., living in an urban area, and sharing an apartment or house with several other people. The individual is living comfortably (i.e. sufficient food + heat), but not luxuriously.
- The salary is delivered to the group in a marked envelope, with twenty and hundred dollar bills.

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- At the same time, the group also receives a set of nine pictures depicting the major budget areas. Attached to each picture is an envelop in which the students should place the appropriate amounts of money to cover costs for one month. Thus, even students that can't read can get some idea of what their budgetary priorities should be.

UNIT 4

Objective: Students are aware of the various sources from which they can expect to receive bills. Students can demonstrate various methods to pay bills.

A. You can expect to receive bills in the mail for services such as electricity, water, gas, rent, phones, medical services and anything purchased on credit.

1. It is important to become familiar with the different terms used on most bills.
    a. Bills will usually contain the following information:
        1. Name, address and account number.
        2. The length of the billing period.
        3. The date the bill is due.
        4. The amount you must pay.
2. Phone bills will list:
    a. Date, place and phone numbers of long distance calls.
    b. Number of minutes of the call.
    c. Time the call was placed.
    d. Total cost for each call.
3. Utility Bills (water, gas, electricity) will include a meter reading of the units used during the billing period.
4. Bills can be paid by check or money order through the mail.
    a. Bills can sometimes be paid in person. Information on ways to pay the bill will be on the bill.
    b. You might have to return a portion of the bill along with your payment. This is often necessary in order to identify your payment.

5. It is very important to pay all your bills on time (by the due date).

   --Failure to pay bills on time might result in:

   1. Being charged a penalty fee.
   2. Your utilities might be shut off.
   3. If you fail to pay your rent you might be evicted.
   4. You could receive a bad credit rating. Centralized computer facilities in the U.S. keep track of people who don't pay their bills. If your name is listed with this computer you will have a very difficult time getting a credit card, bank loan, etc.
   5. Furniture, car and other items purchased on credit can be legally taken away if the monthly bills are not paid.

6. Paying Rent.
   - a. Rent is most often paid once a month on a set date.
   - b. You do not usually receive a bill for your rent.
   - c. Timely payments are expected each month.
   - d. If you can't pay by check, you should get a receipt.
   - e. Failure to pay your rent could result in eviction.

7. Medical bills.
   - a. Most doctors expect payment at the time of the visit.
   - b. Often you will pay the bill first and be reimbursed by any medical insurance you may have later. A form is filled out at the doctor's office for this reimbursement.

TEACHING METHODOLOGIES--UNIT 4

Bills. Refer to Hong Kong Student Workbook, pages 64-67 (see attached reduction), vocabulary and sample bills.

- Divide the class into small discussion groups of 6-8 students.
- Ask each group to read the bills with the help of the vocabulary handout, question them as to:
  1. What period does the bill cover?
  2. What is the due date?
  3. Is there a penalty fee?
  4. Re: Phone bills.

- What was the amount of last month's bill?
- What is the total amount due?
- How long was the call on May 19?

- For discussion:

1. Who has ever received/paid a bill?
2. What kinds of things would you expect to receive bills for? (review basic expenses)
3. How can you pay a bill?
4. What will happen if you don't pay your bills on time?

SUGGESTED ACTIVITY

ROLE PLAY AND REVIEW FOR UNITS 1, 2 & 3

Each teacher will have a set of envelopes, numbered 1-5, that contain a variety of problem-solving situations. Each group should be given one envelope, and should work on solving the problem among themselves. Directions will be written in Vietnamese and Chinese (or any other native language). Teachers and interpreters should check to make sure that students thoroughly understand directions. After the group has solved the problem, the teacher should elect one representative who will role play the situation in front of the entire class, so that all the students can learn from each group's solution.

SITUATIONS:

A. Check writing.

Envelope contains one blank check and one utility bill: Group will have to read bill and determine who to make the check out to and for what amount. Completed check should be presented to teacher. Teacher should review for benefit of entire class exactly what the group did.

B. Checking account deposit.

Envelope contains: play money
checking account deposit slip
check recorder form

Students should deposit money in checking account and record amount on recorder form under deposit headings.

Teacher can role play bank teller with group representative.

Again, repeat for benefit of entire class what was done by group.

C. Overdrawing Account.

1. Car payment notice
2. Checking balance statement

Student receives notice that his monthly car payment of $76 is due but according to checking account statement he only has $50 in his account.

What should he do?

Answer: 1. Don't write a check or it will bounce.

2. If you have extra money in savings account, use that.

D. Savings Deposit.

Envelope contains - savings account, deposit slip
- Play money, check and coins.

Students should make deposit, filling in correct amounts under check, coin, cash.

E. Check Endorsing.

Envelope contains - check from employer.

Student should endorse check + present it to teacher/bank teller to be cashed. Teacher should request I.D.

IMPORTANT -

Students will not be able to do this exercise unless they have the banking vocabulary hand-out.

Also some students might not be able to read the directions or write the deposit/withdrawal slips. They will require a lot of supervision and attention.

The most important things for everyone to become familiar with are:

1. The necessary information they must provide to write a check or make a deposit or withdrawal and
2. The correct procedures for endorsing a check.

Please be sure to collect envelopes at the end of class

COMMENTS

This exercise is too complex and involved for many of the students. However it can be modified so that the most important elements of the banking component (i.e. check cashing and endorsing) can be stressed. It is also possible to develop anyone of situations A-E into a role-play which can benefit students of any level.

The following are the instructions which accompany the contents of the individual envelopes handed out to students.

A. 1. HERE IS A BILL FROM THE ELECTRIC COMPANY AND A BLANK CHECK WHICH YOU CAN USE TO PAY THE BILL.

WRITE OUT THE CHECK TO THE ELECTRIC COMPANY AND FILL IN THE CORRECT AMOUNT.

1. Đây là một phiếu tính tiền của công ty điện lực và một chi phiếu trống mà quý vị cần dùng để trả tiền phiếu tính tiền.

Hãy viết chi phiếu cho công ty điện lực và điền vào số tiền chính xác.

這是一張電力公司的收費單及一張你可用來支付電費的支票・寫支票給電力公司及填上正確的銀碼・

B. 2. HERE IS SOME BONUS MONEY THAT YOUR BOSS JUST GAVE YOU FOR CHINESE NEW YEAR. DEPOSIT IT IN YOUR CHECKING ACCOUNT AND NOTE THE DEPOSIT ON THE RECORDING FORM.

2. Đây là một số tiền thưởng mà người chủ quý vị vừa cho qúy vị nhân dip Năm mới. Hãy gởi số tiền đó vào trương mục chi phiếu của quý vị và ghi lại số tiền gởi trên bản đăng ký.

這是一筆你的上司剛派發給你的新年獎金・把這筆款項存入你的支票户口及在紀錄表上記下這筆款項・

C. 3. YOU HAVE JUST BOUGHT A NEW CAR.

THE FIRST MONTHLY PAYMENT IS DUE TOMORROW. DO YOU HAVE ENOUGH MONEY IN YOUR CHECKING ACCOUNT TO PAY IT?

IF NOT, WHAT WILL YOU DO?

3. Quý vị vừa mua một chiếc xe hơi mới. Tiền trả hàng tháng lần đầu tiên sẽ đến hạn vào ngày mai. Quý vị có đủ tiền trong trường mục chi phiếu để trả không/

Nếu không, quý vị phải làm sao?

你剛買了一架新車·明天便需付第一次分期付款的款項·你的支票户口有足夠的錢來支付嗎？如果不夠·你將如何處理？

D. 4. DEPOSIT THIS MONEY IN YOU SAVINGS ACCOUNT.

FILL OUT THE DEPOSIT FORM.

4. Gởi số tiền này vào trường mục tiết kiệm. Hãy điền giấy gởi tiền.

把這筆錢存放入你的儲蓄户口·
填好存款單·

E. 5. HERE IS YOUR WEEKLY PAYCHECK FROM THE ACME MEAT STORE.

ENDORSE THE CHECK AND CASH IT AT THE BANK.

5. Đây là chi phiếu tiền lương hàng tuần của quý vị ở tiệm thịt ACME.

Hãy ký tên phía sau chi phiếu và đổi thành tiền mặt tại ngân hàng.

這是你從ACME肉食公司領到的週薪支票·
在支票背面簽字及在銀行內將這支票兌現·

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Personal Finances

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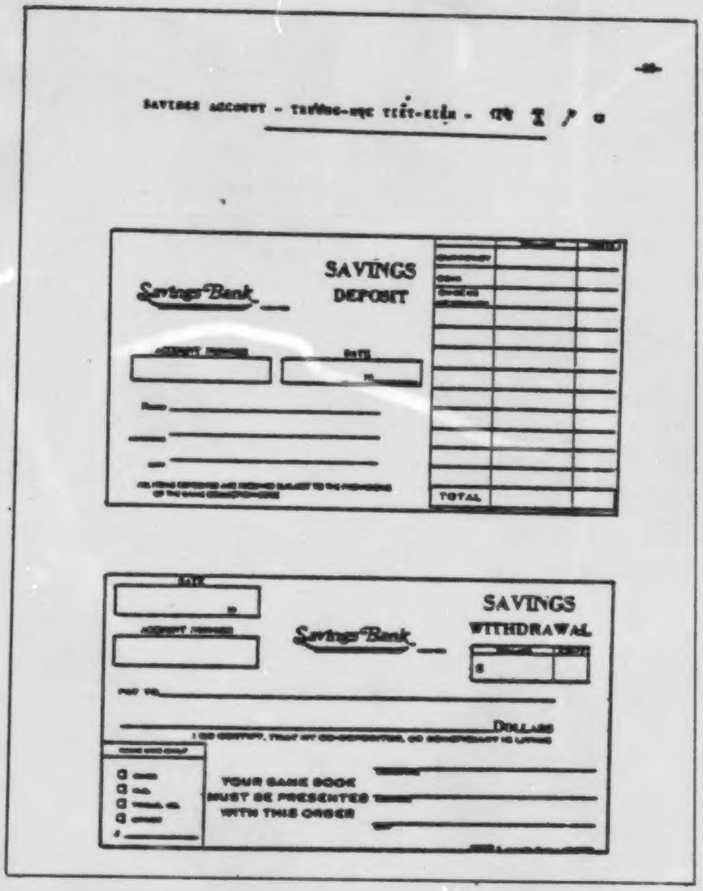

SAVINGS ACCOUNT - TRƯƠNG-MỤC TIẾT-KIỆM

Savings Bank

SAVINGS
DEPOSIT

TOTAL

SAVINGS
WITHDRAWAL

DOLLARS

YOUR BANK BOOK
MUST BE PRESENTED
WITH THIS ORDER

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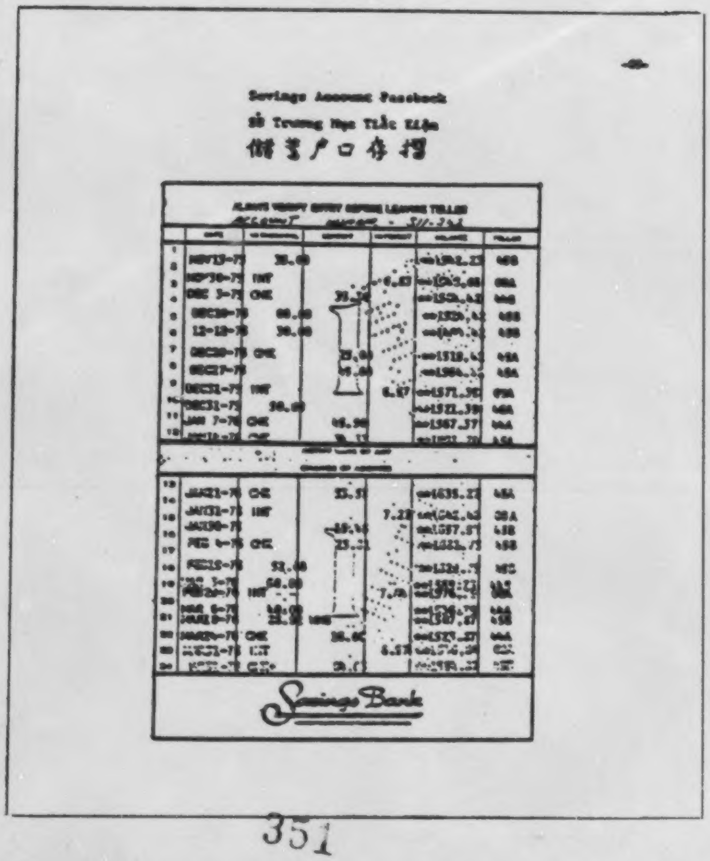


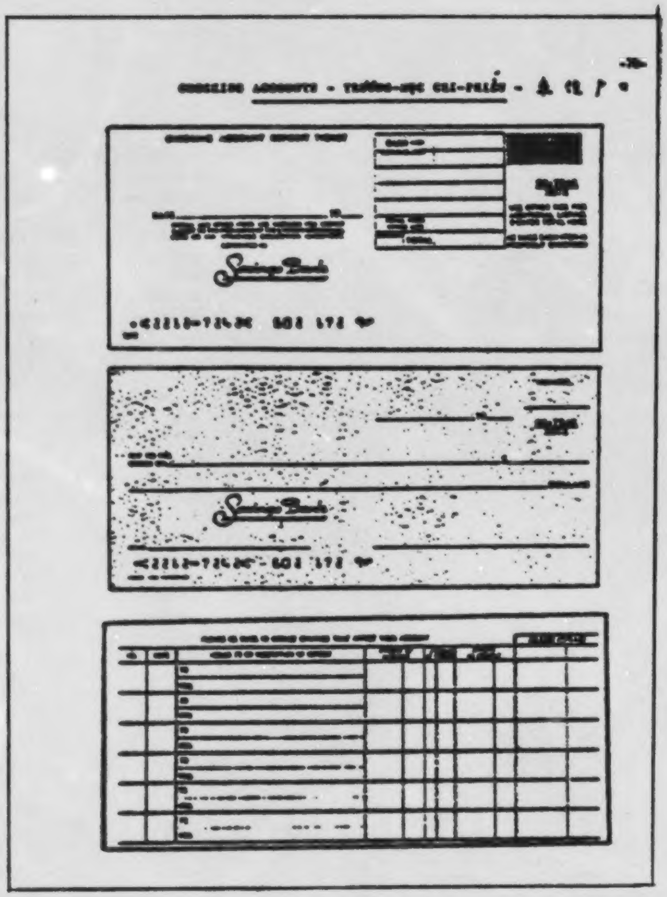
Savings Account Passbook

Sổ Trương Mục Tiết Kiệm

儲蓄户口存摺

Savings Bank

Personal Finances



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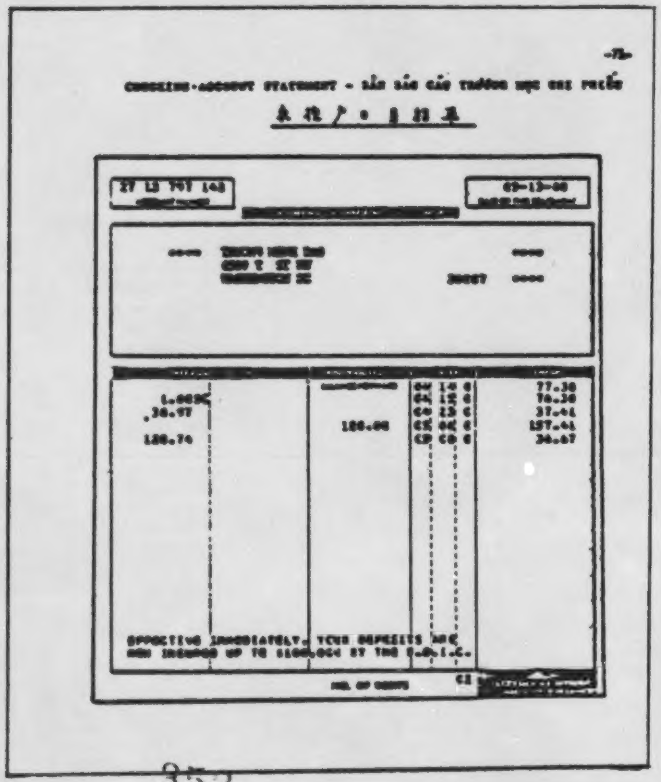

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Personal Finances

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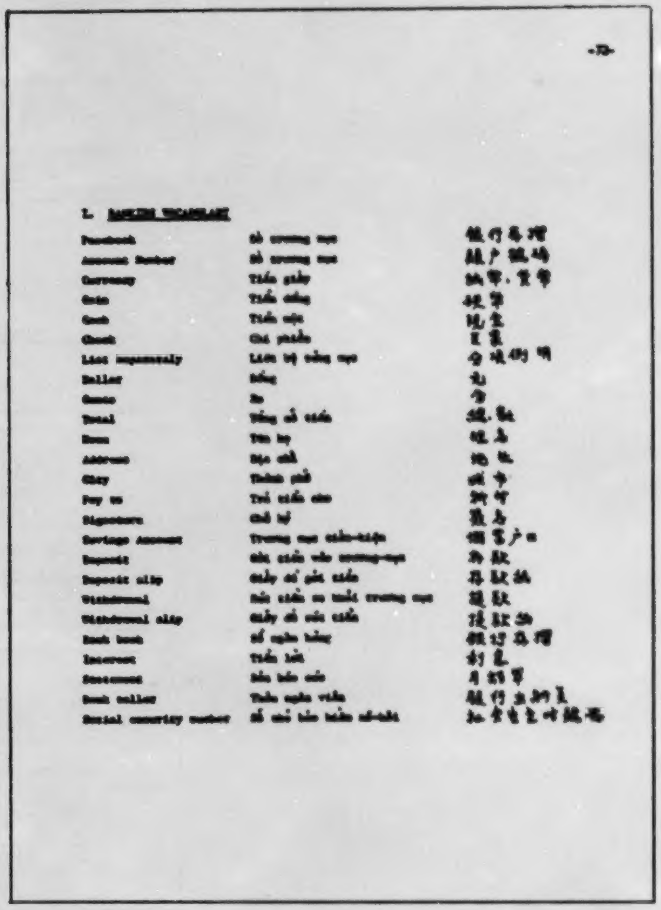

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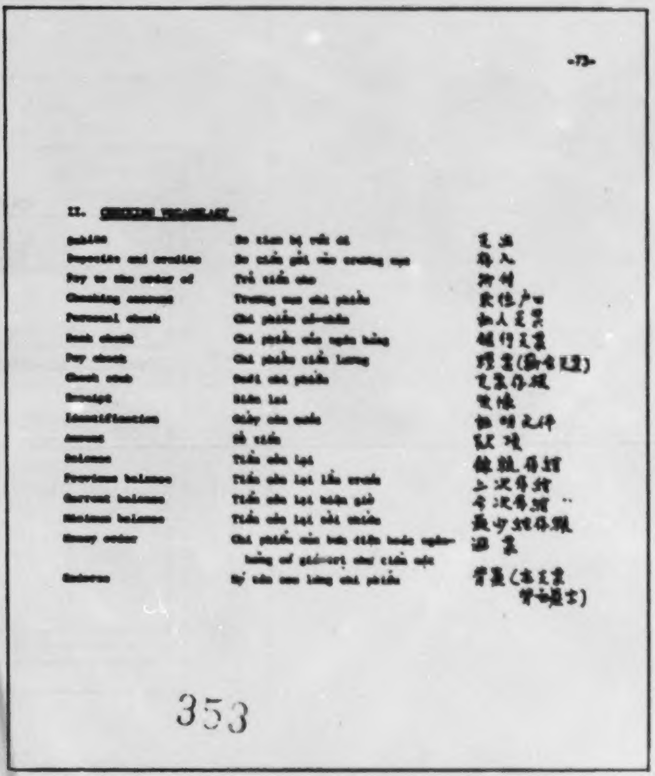

Personal Finances

Suggested Monthly Allocations:

		U.S. Dollars
1.	Rent	$150
2.	Utilities	$ 45
3.	Insurance/Medical	$ 25
4.	Food + Drink	$115
5.	Household Neccessities	$ 10
6.	Clothing	$ 30
7.	Transportation	$ 35
8.	Airfare Payment	$ 10
9.	Recreation	$ 15
10.	Saving	$ 15
	TOTAL	$450

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* **in** Thailand**. This material was developed for use in the presentation of the information in the lesson "** Personal Finances **."**

*Save the Children Federation, Experiment in International Living, and World Education

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Objective: In simulation, learners can follow procedures for paying household bills. Includes: cashing checks, obtaining money orders, determining correct payment and due date, preparing mailers, arranging budget priorities.

Suggested time: 2-3 lessons.

Preparation: You will need samples of bills, money orders, and paychecks. Large poster-size samples of each would be useful. Write learner's names and amount of pay on each paycheck. Discuss in your training group realistic paycheck amounts for newly-arrived refugees.
Use blank copies of a simple family budget worksheet.
Review information in the CAL booklet "Consumerism and Finances."
If available, calculators would be useful for Part II.
See if you can get some unwanted envelopes for Part III.
For Part IV, you will need copies of the "Finances and Consumer Education" booklet.

Procedure: Part I--A look at some bills, and parts of bills.

1. Explain to students that they will need money for this lesson Luckily, they have all been working in America, and today is payday. The teacher should hand out paychecks.

2. Continue: "What are paychecks used for? That's right! To buy things and pay for things. What things will you need to buy or pay for? That's right! Rent, electricity, and others. Some of these things are fixed costs, the expenses that you can expect every month. Others are extra expenses, things you may want like cigarettes, whiskey, new clothes, and others. There are also unpredictable costs, like an unexpected hospital visit, or a broken TV that you want repaired. Can you give examples of each?"

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3. "For some of these expenses, you will receive a reminder, called a bill." Pass out one sample bill. Tape a large sample to the blackboard or classroom wall. Together with the students, carefully examine the bill.
   a. Who has sent this bill? This bill reports the cost of what service?
   b. What is the billing period. This is the cost for what length of time?
   c. Can you find the amount you must pay? Show me on the large example. What is the amount?
   d. What is the due date? You should pay this bill before what day? Show me.
   e. Look at the amount to be paid. Ask your teacher if this is ordinary, or very high. If it is high, how could you make it lower next month?
   f. What will happen if you refuse to pay this bill?

4. Continue in the same manner with other bills. When the group has examined all the bills carefully, review each one to check understanding.

5. Point out that there are some fixed costs for which in most cases, there will be no reminder (a bill); for example, rent. Your rental agreement tells how much you agree to pay each month. You won't get a bill for this. By signing the agreement, you have agreed to pay each month, without a reminder from the company. Also, if you buy a stereo or TV or even a car on credit, that is, a little each month, you are expected to pay without a reminder.

Procedure: Part II--Filling in a simple family budget.

1. Ask the learners to arrange themselves in small groups to represent families in America. Pass out blank copies of a simple family budget form. Review each item on the budget. "What does this picture represent? What kind of expenses should you write here?"

2. Review considerations for finding a low-rent apartment, as presented in the "Finding a Place to Live" lesson. Ask learners to look again at the budget form. Ask, "Where is the box for rent? Show me." Suggest an amount for rent. Assist as necessary. Next, ask learners to suggest a monthly expense for food. Assist them if their estimates are unrealistic. (This is only an estimate) They should write the suggested amount for food in the food box on the budget form.

Discuss the transportation item. "Do you expect to buy a car? How much will you pay per month? A monthly bus pass costs about $15-$20 per person. Would that be better in the beginning? Does your relative have a car? Will you help him to buy gasoline?" Learners should fill in a realistic amount in the transportation box.

Leave other budget items blank.

3. Select a sample bill for one item, such as gas. Pass out a copy of the gas bill to each group. (One group should represent one family.) Review parts of the bill as described in Part I. Ask, "What kind of bill is this? What is the amount you must pay?" Ask learners to look again at the family budget form. Ask, "Where is the box for gas? Write the amount from the gas bill in that box." Assist as necessary.

4. Follow the same procedure for the electric, water, telephone, and other bills, until the budget form is complete. With bills such as water, you might point out that in some rental agreements, it is the landlord who must pay this, and so he will be the one to receive the bill in the mail. In some rental agreements, it is you who must pay the water bill.

5. The simple family budget form should now be complete. If calculators are available, show each group how to use them to add up the total family expenses for that month. Otherwise, assist each group in adding the numbers. You might do this on the blackboard, or have a student do it, while others watch.

6. Discuss: "What are the total expenses for this month. How much is your paycheck? How much will you have left over? What will you do with that? How can you lower your expenses? What expenses will be higher in the winter? What can you do to minimize this? Who can help you plan your income and expenses? Why is it wise to plan your family budget?"

7. "Remember: Put your bills and your paycheck in a place where you can find them easily. Good money managers never lose these things."

Procedure: Part III--How to pay bills: money order and mail method.

1. Set up a bank. Everyone should cash their paychecks according to procedures you have established in a previous lesson. See that the checks are cancelled after they have been cashed.

2. Provide background: "You can buy or pay for almost anything with cash in America, but most people avoid this. Your employer, for example, will probably pay you with a check, not cash. You can pay your bills with cash, but it is safer and convenient to use a check or money order. This is easy if you know how."

3. Pass out sample money orders. Tape a large sample to the classroom wall. Together with students, carefully examine the parts of the money order.

4. "You can get money orders at the post office or bank. You can get these money orders in specific amounts. For example, suppose your gas bill is $24.30. You can take $24.30 in cash to the post office and get a money order for $24.30. There is a very small charge for this service. A money order is safe, and you can send it through the mail to pay your bills. Cash is not safe, and should not be sent through the mail."

5. Set up the bank again, or a post office. Each learner should take one of the bills from his group, and buy a money order with the cash from the family paychecks. Other learners should act as bank tellers or postal clearks. The cost of each money order should be about 50 cents.

6. When money orders are ready for every bill, continue with this: "Often the company will include an envelope with the bill. The envelope will have the company address. Part of the bill is for you to keep. Part of the bill should be sent to the company. Put your money order and part of the bill in the envelope. Make sure the amount is correct. Put a stamp on the envelope, seal it, and write your return address on the outside, above and to the upper left of the company address. Mail the envelope. The bill is paid. You should keep a receipt from the money order, and your part of the bill, to show that you have paid. Your receipt is proof that you have paid."

7. ASSIST LEARNERS IN PRACTICING THESE STEPS. You may need to help with writing the return address. Your aide should be actively involved in this.

8. "Your sponsor can help you plan your budget and pay your bills. (Not give you the money, but show you how to pay.) Soon though, you and your spouse can learn to do this for yourself. It is easy when you know how. Soon, you will be able to help others..."

Precedure: Part IV--"Finances & Consumer Education" Booklet: Caption technique.

1. Pass out copies of "Finances & Consumer Education" from the YOUR NEW LIFE IN THE UNITED STATES SERIES. Use the language appropriate to your learning group. Attention to the pictures, and clever use of your aid, will be especially important if your group are not good readers.

2. Ask learners to open the book and look at the pictures. Tell them that you will read a description of one picture, and that they should find the picture you are talking about. When they find the picture, they should point to it in their books.

3. Make up an easy caption for one of the pictures in the book. Circulate to see that the learners are pointing to the correct picture. Encourage them to help their friends.

4. Make up other captions. Captions should be easy enough to encourage participation, and difficult enough to make the game fun.

5. Ask learners to make their own captions. When someone thinks of one, he/she should announce it to the class. Others in the group should look for that picture, and point to it.

6. When students are familiar with the pictures, they can begin reading. Ask one student to read a small section (1-3 sentences.) Ask closed-ended comprehension questions to check understanding. Ask a second student to continue with the next 1-3 sentences. Follow with comprehension questions. Continue with a third student, and a fourth, until you have completed one topic in the booklet. Review that topic before going on to another.

7. Pay special attention to the section on banking services.

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A Simple Family Budget

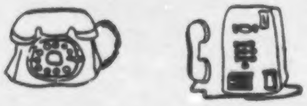
A. Income $ ____________________

B. Expenses for

-Rent $ __________

-Electricity $ __________

-Gas $ __________



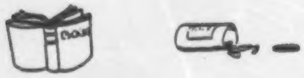
-Telephone $ __________

-Food $ __________

-Clothing $ __________

-Transportation $ __________

-Entertainment $ __________



-Miscellaneous $ __________

Total $ __________

*Balance $ ____________________

COMMUNITY SERVICES

Comparing Community Services

Purpose: Introduce the student to available community services.

A. Identifying Support Services

1. Importance of traditional support systems (such as extended family)
2. Definition of public services

B. Identifying Relevant Helpers and Helping Places

1. Sponsors as helpers
   a. For emergencies
   b. For information on housing, employment, education and training
2. Mutual assistance associations
   a. For cultural support
   b. For information on local community services
3. Other community services
   a. Postal services (such as money orders, sending and receiving mail)
   b. Libraries
   c. Social service agencies (such as the YMCA, YWCA, Salvation Army)

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CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 23 - "Comparing Community Services."

*Save the Children Federation, Experiment in International Living, and World Education

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Comparing Community Services

Purpose: Introduce the student to available community services

Objective: Learners can list similarities and differences between community services in their own country, and a description of community services in America.

Preparation: Teachers should have mastery of the information in the CAL publication Community Services as it relates to this lesson. Study the content in the outline. In your training group, discuss the content, and decide upon effective ways to present it. What visual aids would be useful? How can the content be adjusted to the needs of students from differing backgrounds? Prepare ways to present the situations in activity 2. Can they be role played? How? Would pictures be useful? Where can they be obtained? Note: More about two types of community services, MAA's, and Public Assistance (welfare), is presented in other lessons.

Suggested activities: (Add or adjust according to the needs of your students)

1. Present the content in the manner decided by your training group. Be alert to questions, watch faces to look for misunderstandings. If you are not sure how to answer a certain question, tell the students you will check this. Bring that question back to the training group. Above all, make it clear that America is a big country, and the services are different in every community. The task when a student enters a new community is to find out what services are available, and where they are located.

2. Prepare some problem situations, or case studies of cross-cultural incidents, which relate to community services in America. Role play or otherwise present the situations, then ask the learners what they might do in a similar situation. Following are some ideas to get your thinking started:

a. Luk has had a stomach ache for five days. She wants to find a woman in the neighborhood who knows about such things. Her husband says she should go to the clinic near their house. Luk does not want to go there. She does not speak English well.

1. What is the problem here?
2. What advice would you give Luk?
3. How do you think the sponsor feels about this?

b. Kit hears that there is an MAA in the community which can help refugees find jobs. He takes a local bus and finds the address. However, when he first arrives, he sees a group of (from some other country) refugees talking and laughing. "This is a bad place," thinks Kit. He leaves without asking anyone for help.

1. What kind of person is Kit?
2. What do you think of his action?
3. Do you think Kit wants to find a job?

c. Jan studied about sponsors in Phanat Nikhom. Now she is living in Texas. Jan wanted the sponsor to be her good friend. But the sponsor, a woman named Judy, is very busy. About 20 new families arrive every month, and Judy must help them all. Jan sees Judy only once or twice a month. Sometimes Jan telephones Judy, but Judy is not always home. Jan is sad because she wanted the sponsor to be her best new friend in America.

1. What kind of sponsor did Jan expect to have?
2. What advice can you offer Jan?

d. Ead has lived in America for three months. There is no MAA in the community where she lives. However, there are five other families from her country. Tomorrow is a famous holiday celebration in Ead's former country. Ead has joined together with other families from her country to make food and prepare for their own celebration in America. They plan to have an enjoyable day.

1. What kind of person is Ead?
2. Do you think she will have a good life in America? Why?
3. You can celebrate the holidays of your country in America. What else can you do to remember the customs of your country?

e. Dom is sponsored by a church organization. The people from this church gather at the church for worship every Sunday. Dom is Buddhist, but he wants to make the sponsoring organization happy. He goes to this church every Sunday. "Never Mind," he says.

1. How would you feel if you were Dom?
2. Would Dom cause a problem if he refused to go to this church? What do you think?

f. Suk came to America with his grandmother, who is very old. Everyday, Suk's grandmother seems very sad and silent. She seldom talks, and seems to have no comfort in her life. Suk went to a nearby MAA and asked about this. The people at the MAA said that Suk should bring his grandmother in for counseling. Someone there could counsel her, and speak her own language. But Suk's grandmother does not want to go there.
"I will not see a stranger," she says. "I want to see the village headman."

1. What is the problem here?
2. What would you do if you were Suk?
3. Why do you think the MAA has a counseling service?

g. Bun is 16 years old. He and his family have been in America for five months. Bun enjoys football. Everyday, he goes to the nearby park and plays football with American boys. One day, Bun's father decides to go watch the football players. The father arrives at the park and sees that Bun is the only boy from their own country on the field. Among the football players are some American boys with black skin. Bun's father is very upset. He tells Bun that he may not play football in this park agian.

1. How would you feel if you were Bun?
2. Bun did not see a problem. His father did. Why?
3. What would you do in this situation?

Discussion Topics:

1. In your own country, it may be true that the neighbors help each other with many things. Americans often go outside the neighborhood, sometimes to a large organization, when they want help or advice. What are some reasons for this? What will this mean for you?

2. Almost all refugees in America use some of the services in the community. What can a refugee do to give back some service? What can you do to help other refugees, or to serve the needs of the community?

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Comparing Community Services

Evaluation:

1. Ask closed-ended comprehension questions about the content as you have presented it.

2. Present a list (or ask students to make a list) of community needs. Examples could include: finding a job, asking for advice about family problems, planning a wedding, learning to dance, fixing your house, providing for new families in the community, providing recreation for children, others.

    a. Divide the class into two groups. One group can describe ways that these needs are met in their own country. The other group can describe how these are met in America, according to what they have learned in this lesson.

    b. Ask the entire class to discuss the two lists. Are they alike? In what way? How are they different? Discuss the results.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Community Services ."

How would you deal with these situations:

1. Someone is hurt and needs medical care, how do you get them there?
2. Someone you know is always sad, they will not eat and you are afraid they might kill themselves, what would you do?
3. You want information about a school project for your children?
4. You think someone is breaking into your neighbor's home to rob them?
5. You smell smoke and think there is a fire in your home?
6. You want your children to know about the ways and culture of your native land?

In the United States there are agencies, groups or government organizations that could assist you with all of the problems that were just discussed

1. Call an ambulance, from the fire department.
2. Mutual Assistance Association, Community Mental Health Centers, Volags, State Refugee Program, CAL Hotline.
3. Library
4. Police
5. Fire Department
6. Mutual Assistance Association

Some of the answers you gave to the first six questions are important solutions in the United States too. Your family, friends, and neighbors can help you with many things in your new life in the United States. We have talked about many things in the United States which may have made you sad because they were different than what you were expecting (Refer to Sponsor and Refugee Expectations). After you arrive in the United States other things may confuse you and make you sad. Your family and friends will be very important to you at that time. Value them and help them too.

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Public services or community services are there to help you too. Some public services are paid for by taxes, others are supported by religious groups or private donations. Most services are for everyone in America, some are just for refugees.

The Mutual Assistance Associations are organizations of refugees who want to help other refugees. Refugees who have been in the United States for several years joined together to help newly arrived refugees and to preserve the culture of their homeland. Ask your sponsor to help you get in touch with a local group if there is one. You can call the CAL Hotline too.

The Voluntary Agency that sponsored you may have translators to help you with problems. Your sponsor can help you too.

The State you resettle in, may also have a State Refugee Program. The State Refugee Program can help as well as well. There are usually translators at this office. They can help you with many things especially housing.

Other community services that you may need to use are:

Police: for any emergency, especially crime.

Fire: for fire and ambulance service.

Library: for borrowing books and information on many types of problems.

Post Office: for buying stamps, money orders and sending & receiving mail.

Community Mental Health Service: for mental problems, counseling on alcoholism, drug addiction and other problems.

Social Services Agencies: Many agencies can try to help you with many types of problems.

The Salvation Army: furniture, emergency shelter or food, counseling on alcoholism.

When you get to your new home ask your sponsor to make a list for you of the different services available in your area. Write down the telephone number, name and types of services provided. Add new names as you find them and keep the list in a safe place.

The Post Office offers a service that can be very important to refugees. Post offices sell money orders.

Money orders are often used when it is not practical to use cash and when you don't have a checking account. Anyone can buy a money order anywhere in the world. To open a checking account you usually need a job or other steady income. You also have to fill out an application with a bank. It is easy to buy a money order. You can mail it to a store, rather than carry cash.

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Money orders usually cost a small amount of money. Some places charge according to the amount of the money order. Other places charge a set fee. For example, many banks charge 50 ¢ for all money orders.

Whenever you buy a money order, you get a carbon copy to keep as your receipt. This receipt is your proof that you paid. It shows the amount and the name of the person you paid.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Comparing Community Services."

Objectives of the lesson:

1. Students can compare/contrast community support services in Vietnam and America.
2. Students can identify relevant helpers and helping places in America.

UNIT 1

Objective: Students can identify support services in both Vietnam and America.

A. In Vietnam, social structure is patterned on the model of the extended family.
   1. The basic family unit includes not only parents and children, but grandparents, married children, aunts and uncles and other relatives.
   2. The extended family has one leader whose authority is unquestioned. His responsibility for dependents is absolute.
   3. Within the hierarchy of the family, each person knows his or her place and accepts their role.

B. This emphasis on family causes the Vietnamese to be less trusting of those outside the extended family.
   1. When problems arise, the Vietnamese would go to their extended family for support rather than an impersonal organization.
   2. This type of traditional support system has played an important role in Vietnamese society for many years.

C. In America, the community performs many of the same functions as the extended family in Vietnam.

1. In most communities, there is usually someone to go to for help--whether it is for food, employment, medical or personal matters.
2. The community also provides protection against fire and crime.
3. But everyone is expected to cooperate and do their part. For community services to work, it requires the efforts of all members of a particular community.

Teaching Methodologies

Objective: Students can identify support services in both Vietnam and America.

--Break class into groups randomly. e.g. students count of 1,2,3,4,5--All (1's) make up one group. All 2's make up another group, etc. (This method helps to break up groups of friends.)

--Each group should choose a recorder who will present the findings of the group to the whole class.

--Give each group specific simple questions. (Give both an A and B question)
Sample questions:

1.A) If your house was on fire in Vietnam, what would you do?
B) If you had a fire in your kitchen in America, what would you do?

2.A) If something had been stolen from your home in Vietnam, what would you do?
B) If your T.V. is stolen from your apartment in America, what would you do?

3.A) How might you find a job in Vietnam?
B) In America, how could you find a job?

4.A) In Vietnam, what would you do to get a fishing boat?
A) How many fish can you catch in a day?
B) In America, what would you have to do to get a fishing boat?
B) How many fish can you catch in a day?

Note: Multiple-choice and true-false questions could also be used.

UNIT 2

Objective: Students can identify relevant helpers and helping places.

A. Sponsors as helpers

1. For emergencies
   a. Always carry the phone number and address of the sponsor or sponsoring agency.
   b. If an emergency arises and cannot be taken care of, contact the sponsor immediately.
2. For information on housing, employment and education.
   a. It is best to go to the sponsor first for assistance in these areas.
   b. The sponsor or sponsoring agency usually has recent information on available housing, jobs and educational opportunities.
   c. It is the responsibility of the sponsor to assist in these areas.
3. For personal support
   a. Traditionally, the extended family provided personal support.
   b. In America, many refugees will not have any family to go to for support.
   c. The sponsor can fill the role of the family in personal matters.

B. Mutual Assistance Associations
1. Since 1975, more than 500 MAA/'S have been created within the United States.
2. These groups vary in their purpose and functions.
   a. Some provide social and resettlement services to refugees, such as ESL, orientation, employment counseling etc.
   b. Some provide services aimed at preservation of cultural identity and cultural heritage.
   c. Some provide professional services aimed at fulfilling the needs of persons from specific professions.
   d. Some fulfill religious/spiritual needs by holding religious services and attending to the spiritual needs of people.
   e. Some address political needs which voice certain viewpoints concerning the refugee situation both in the U.S. and aboard.

C. Other Community Services
1. Postal services--almost every community in America has a post office.
   1. Daily delivery of mail, except Sunday.
   2. Purchasing of stamps and money orders.
   3. Mailing of letters and packages.

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2. Libraries--are free and available to both adults and children.
   a. Books can be borrowed on a time basis--such as for two weeks or one month.
   b. Librarians also give assistance on locating any information one might need.
3. Social service agencies--city, county and private agencies provide a variety of services for the poor, disabled, disadvantaged and unemployed.
   Examples of services provided are basic food needs, shelter, clothing and health services.

Teaching Methodology

Use small groups for discussion.
Sample questions for small groups.

1) In America you can borrow the following kinds of materials from the Public Library.

   A) films
   B) Paintings
   C) Books
   D) Plants
   D) Records
   F) Furniture

   Circle the correct answers.

2) If the Vietnamese community wants to celebrate the New Year, where can you rent large open spaces?

3) If your child is missing, who can help you?

4) If you want to sell vegetables at the open market, what would you do?

5) Where can you get information about loans for college?

6) What kinds of services do Mutual Assistance Associations (MAA's) provide?

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* **in** Thailand**.** **This material was developed for use in the presentation of the information in the lesson "**Comparing Community Services**."**

*Save the Children Federation, Experiment in International Living, and World Education

Purpose: Introduce the student to available community services (--An Expanded Outline)

A. Identifying support services

1. Importance of traditional support services

    a. Numbers of Indochinese refugees now in America--chances that there will be others in your community.

    b. How these people can be used as resources, in the same way your neighbors might help each other in your country.

    c. Importance of finding those you can trust.

2. Definition, characteristics of public service and community service organizations

    a. Impersonal--someone you probably don't know.

    b. Large--serves a lot of people, usually has a large staff.

    c. Specialized--different services, different organizations, for different needs (not like a village headman who does everything!).

    d. May be far from your house--reached by telephone or car, bus, etc.

    e. Has an effect on the neighborhood that may make it different from neighborhoods as you know them.

        1. Decreases the function of neighbors as advisors, helpers.

        2. May mean less contact with the neighbors than you are used to having.

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f. Examples of services that are public in America and may not be in your country.

  1. Help for new residents in the community, such as refugees.
  2. Family counseling.
  3. Job-finding services.
  4. Recreation--public parks, YMCA, senior citizen organizations.
  5. Others.

g. Some reasons why so many services in America are public, or why there are services that serve a whole city.

  1. People in America come from many different parts of the world and may not have much in common with their neighbors.
  2. It is often cold--people stay in their houses or cars and may not see the neighbors very often.
  3. Americans have strong ideas about privacy. If they go to a public service, maybe the neighbors will not learn of the troubles they are having.

B. Identifying relevant helpers and hleping places

1. Sponsors as helpers

a. Sponsoring agency--types of help.

  1. Job search.
  2. Housing search.
  3. Location and function of other community services.
  4. General problem-solving, advice, orientation to the community, opportunities for education.

b. Sponsoring agency--limitaions.

  1. May be serving many refugees with limited resources, small staff.
  2. May only be able to show you where to look, rather than find for you.

c. Individual sponsor--types of help.

  1. May be your friend or relative.
  2. Job, search, housing search, locations of other community services, general problem-solving, orientation to the community, opportunities for education.

d. Individual sponsor--limitations.

1. May be serving many refugees, very busy, many problems, little time to talk or visit.
2. May expect you to do a lot for yourself, take initiative, learn to be independent quickly.

2. Mutual Assistance Associations (MAA's)

a. Community organizations designed to help refugees.

b. Examples of MAA services.

1. ESL/CO.
2. Job search, housing search, location of other community services.
3. Place to meet with others from your country.
4. Holiday celebrations, traditional arts and crafts, song and dance.
5. More or less, depending on the local situation.

c. Not available in all communities.

d. Some successful new MAA's have been organized by refugees themselves.

3. Other community services

a. Postal services.

1. Letters weighed, money orders (safer than cash, can be used to pay bills by mail), stamps.
2. Ask someone to show you how to use this service. (Sponsor, sponsoring agency, MAA, or maybe a neighbor, but don't count on that).

b. Libraries.

1. Books, pictures, records, movies sometimes.
2. America has great libraries.
3. Children who learn to use the library grow up wiser.

c. Recreational.

1. Parks, recreation centers, public swimming pools.
2. YMCA, YWCA.
3. Some MAA's organize games and activities--basketball, volleyball, football, chairball.

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d. Clinics offering inexpensive medical services.

e. Community colleges teaching many types of skills.

COMMUNITY SERVICES

Public Assistance

Purpose: Encourage self-sufficiency and realistic expectations toward public assistance.

A. Welfare

1. What it is
2. Where it comes from
3. Temporary use
4. American attitudes
    a. Importance of self-sufficiency
    b. Implications for funding of future refugee programs
5. Expectations in relation to current government cutbacks

B. Food Stamps

1. What they are
2. Where they come from
3. Temporary use
4. American attitudes
5. Expectations in relation to current government cutbacks
6. Eligibility and benefits vary from state to state

C. Medicaid

1. What it is
2. Where it comes from
3. Temporary use
4. Expectations in relation to government cutbacks
5. Eligibility and benefits vary from state to state

D. Other Available Assistance (such as free meal programs for school children)

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 24 - " Public Assistance ."

*Save the Children Federation, Experiment in International Living, and World Education

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Community Services

Focus: Welfare and public assistance as temporary help for those in great financial need.

Objective: The learners can relate official attitudes toward welfare and public assistance to what they have heard from relatives or friends in the USA.

Preparation: Teachers should have mastery of the information about welfare and public assistance in the CAL publication "Community Services."
Prepare the US embassy announcement about welfare with your teacher-aide.
You will need 4 sets of serialized posters for part III. Prepare the role-play dialogue "Work or Welfare" with your teacher-aide.

Suggested time: 2-3 hours

Procedure: Part I--Comparing attitudes and approaches

1. Tell the learners you are going to present some situations about people who need help with money. Ask learners to imagine that these are situations from their own country. After presenting each situation, ask the learners the following questions:

    a. In your country, how could this person solve his/her problem?
    b. Who could this person go to for help?

    Here are the situations:

    a. A man has been insured while working. Now he cannot work anymore. He has no money.
    b. A woman has lost her husband. She has many children and must take care of them. It is difficult for her to take a job outside the house, because the children are young.
    c. A man works, but he receives only a little money. He cannot buy enough food. His children are not strong because they need more to eat.

d. A woman is very sick and must go to the hospital. She has no money.
e. A man has been looking for a job in the city for six weeks. He wants to find a job, but no one has hired him yet. He will continue looking for a job, but in the meantime he needs money to support his family.

The teacher should find out from the learners what would happen if these situations happened in their country.

2. Introduce the topic of welfare and public assistance. Say, "In the USA, people with serious money problems like these are often helped by large organizations. These might be the United States government, a state or local government, a private organization like the agency who will sponsor you, a church group, and many others. Today we will learn about the most common kinds of temporary help for people with serious money problems."

3. Next, find out what the learners know about this alredy. Let the well-informed students explain to the-less-informed students. Let those who have heard incorrect information. Use re-directed questions to get the best from the group. Use some closed and many open questions to encourage learner participation. Here are some examples:

   a. One kind of temporary help is welfare. Have you heard about this? What is it?
   b. Who has relatives in the USA? Do they use welfare? What have they said about it?
   c. Have others heard the same things? Is all this information correct? How do you know?
   d. Does everyone have the same story about welfare? Why or why not? Is the situation the same in every part of the USA?

4. If there are clear misunderstandings, the teacher, as a member of the learning group, then adds his/her own information. Be sure that what you say is backed up by what you have studied about welfare and public assistance. If the learners ask a question which the teacher is not prepared to answer, such as how much or how long, the teacher must say clearly, "I am not sure. The situation is different in every state. When you get to your new home in the USA, your sponsor or sponsoring agency can give you more information."

5. Repeat steps 3 and 4, but change the topic to Medicaid. Ask the same kind of questions, for example:

a. Another kind of temporary help is Medicaid. Have you heard about this? What is it?
b.)
c.) Similar to above.
d.)

6. Repeat steps 3 and 4, but change the topic to food stamps.

Part II--Embassy announcement

1. If the learners in your group can read well, pass out copies of the "Announcement from the US Embassy in Bangkok." This is available in translation, or in English, if your students are very good in English. Ask the teacher-aide and several students to read the announcement out loud.
Ask closed-ended comprehension questions:

a. The US settles many refugees. What is the highest cost to the United States government of resettling these refugees?
b. Could some of the refugees who claim welfare be working instead?
c. Do most refugees find the best job in the beginning?
d. Can a refugee help to keep the welfare cost down? How can this be done?
e. What should you do as quickly as possible, if you want to help other refugees who want to come to the USA?
f. If the cost of welfare for refugees is very high, what can this mean for other refugees who want to come?

Part III--Serialized posters

1. Divide the learners into groups. Give each group a set of four posters. Tell the learners that these picture can be arranged in any order, from first to last. Ask the learners to put the pictures in the order they think best, so that the pictures tell a story. There is no right or wrong answer. Each group will be asked to share its story with the other groups.

2. All groups should tell their story to the other members of the class. Learners should point to the pictures as they tell the story.

Part IV--Role-play dialogue

1. Prepare with your teacher-aid a role-play for the dialogue "Work or Welfare." After a presentation by you and your teacher-aide, encourage learners to role play the dialogue themselves. Learners should use their own language for this, unless they are very good with English. Emotions, gestures, and actions will say more than the words.

2. After the role play has been done several times, lead a discussion. Use the following questions, and any others you think appropriate:

   a. What do you think will happen to Mr. White?
      What do you think will happen to Mr. Beige?
   d. In the long run, who do you think will be more successful, Mr. White or Mr. Beige?
   c. Do you think both of these men have adjusted well to their life in America? Why or why not?
   d. If you were Mr. Beige, how would you feel? What would you do?
   e. If Mr. White asked you for advice, what would you say to him?

*NOTE to teacher about difficult questions.

It was Confucius (Kung Fu-tse or__________) who said, "If you know a thing, admit that you know it. If you do not know a thing, admit that you do not know it. This then is called wisdom."
The learners may pose questions that demand technical details. Or, they may pose questions for which there is no one correct answer. If so, admit freely that you are unable to answer this question. This then is called wisdom.

WORK OR WELFARE DIALOGUE

Setting:

Green and Beige are refugees. They are not from the same country, but they are still friendly with each other. They live in the same apartment building in Seattle. It is summer and the weather is hot. Beige lives on the second floor. The door to his apartment is open. Inside, you can see Beige sitting on the floor, watching TV. He is wearing a wrap-around cloth and no shirt. He is smoking a cigarette and looks very comfortable. He is drinking something from a can, perhaps beer.

As the scene opens, Green is coming home from his work at a nearby school. Green works there with one other man. Together, they do most of the cleaning at the school. Today, Green was working with a floor polishing machine. Now he is finished for the day. He is hot and tired, but he feels satisfied at another day's work completed. Green walks up the stairs and through the hallway of the apartment building. Green sees that Beige has the door open, so he walks over to say hello. Here is what they say after they say hello:

Green: Hello Beige, you look comfortable!

Beige: Yes, I just heard good news. I talked to my brother-in-law today. He says I can continue getting welfare checks for a long time. That means I can stay home and relax!

Green: Have you looked around for any jobs?

Beige: The sponsor says I can get a job at the canning factory on the other side of town. But I don't want that. I was a farmer. What do I know about cans and factories?

Green: You can learn about such things. I had to learn to use a machine to polish floors. The first day I did very poorly. But now I can use this machine as well as anyone.

Beige: Well, maybe you like to work hard. Right now I am comfortable staying home. No one bothers me, and I don't have to talk to a lot of people I don't understand. Every month, the welfare check comes. My brother-in-law says this is the best way.

Green: Maybe it is good now, but think of your future. I was a farmer too, and I don't know much about these new jobs. But now I am learning new things. The boss says I am a good worker. Next year I will get a better job and more money. You will have to start from where I was last year.

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Community Services

Beige: How much money do you make in one month, Green?

Green: About $600 a month, before taxes.

Beige: The welfare check for me and my family is almost that much.

Green: Yes, but you must plan for your future. Who will take care of you?

Beige: The sponsor or somebody will. They are just like brothers and sisters to me.

Discussion: Share your ideas about this story with others in your group.

Community Services

ANNOUNCEMENT FROM THE UNITED STATES EMBASSY IN BANGKOK

You should all realize that the highest cost to the United States government of resettling Indochinese refugees comes from welfare and other assistance to refugees after their arrival in the United States. Many of the refugees who claim this welfare could be working.

Often the jobs which are first available to refugees are not the best but to the extent that refugees work for an income - and thus keep welfare costs down - the United States will be able to accept others.

You owe it to yourselves - but especially to family and friends from your country who may need to come to the United States in the future as refugees - to do your very best to become self-sufficient as quickly as possible.

To put it another way the more expenses you draw from the United States government the less likelihood there is for other refugees from your country to be admitted later to the United States.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Public Assistance."

Purpose: Encourage self-sufficiency and realistic expectations toward public assistance.

Objectives: Elicit refugee's knowledge of American welfare system.

Explain Refugee Assistance Program.

Introduction: To explain public assistance is a very sensitive issue. We want to find out what you already know about welfare.

Activity 1: The teacher should divide the class into small groups. A recorder for each group should be chosen to list the responses of the group.

Ask each group to answer the following questions:

--What is welfare?
--Where does it come from?
--Who pays for it?
--Who should get it?
--What do you think happens to adults who get welfare for a long time?
--What do you think happens to children who see their parents collect welfare and not work?
--Do you think you can buy a new car, or other luxuries on welfare?
--Ask the students if they know anyone who is getting welfare in the United States? What did those people tell them?

Answer to questions in Activity 1

1. Welfare or public assistance is food and money provided to people who are in need and cannot take care of themselves.
2. The State and Federal government distributes welfare.
3. The money for welfare comes from taxes that everyone must pay.
4. Only those who cannot work.

5. They don't want to work anymore and they remain poor.
6. The children learn by the example or their parents and learn not to work.

II. AMERICAN ATTITUDES

What do you think the most expensive part of refugee resettlement is to the United States?

--Refugee camps
--Money for flights to the U.S.
--Any other ideas.
--The answer is refugee welfare costs.

How do you think many Americans feel about having to pay for refugee welfare? They resent having to pay. Americans believe everyone should take care of themselves.

What do you think will happen if many refugees who could work take welfare? The number of refugees who are allowed to come will decrease or stop.

III. REFUGEE ASSISTANCE PROGRAM

In 1980 the Refugee Act was enacted in the United States. It made the laws for refugees from anywhere in the world the same. The 1980 Refugee Act also created a special public assistance program to help refugees start their new life. Two groups were singled out for special help.

Many refugees work at minimum wage jobs that may not provide them with enough money if they have a large family. The Refugee Act allows them to receive a supplement of food and/or money. How much food or money depends on the size of the family, the amount or money you earn and the state you live in. Standard welfare programs for ordinary Americans have different rules.

Single people also receive an incentive to work by receiving benefits from the Refugee Act. These benefits are not available to other Americans in standard welfare programs.

At present there is a 3 year limitation for eligibility for the Refugee Assistance Program. During this period you have the opportunity to gain work experience and skills and to develop a work history. You can work at a minimum wage job, perhaps receive a supplement from the Refugee Assistance Program and develop on the job experience, so you can get a better job. Use your period of eligibility to gain experience.

As the costs of the Refugee Assistance Program rise there is a reasonable expectation that the 3 year period of eligibility and the level of benefits will decrease. You can do your part to help other refugees by avoiding only receiving welfare and working as soon as possible.

QUESTIONS

What is the purpose of the Refugee Assistance Program? The purpose of the R.A.P. is to create uniform laws for all refugees and to encourage people to work.

What is the period of eligibility for R.A.P. benefits? Three years from your date of arrival in the U.S.

IV. There are also public assistance programs for which Americans and refugees may be eligible depending on their income

A. FOOD STAMPS

Food stamps are coupons issued by the government that allow low income people to buy certain kinds of food so they will have enough to eat. Food stamps can only be used in certain store. Usually there is a sign that says "We accept food stamps".

Food stamps look like money and are issued in denominations like money.- $1.00, $5.00, etc.

The amount you received depends on family size and income.

B. MEDICAL ASSISTANCE

There is a Refugee Assistance Program, medical assistance program and a regular medical assistance program (Medicaid) Medical assistance programs pay for some kinds of medical care. Many jobs have a medical insurance as a benefit, so if you work you won't need medical assistance.

C. OTHER PROGRAMS

There are special programs for elderly people who cannot work. One program is call Supplemental Security Income.

D. SOCIAL SERVICES

1. Social service programs are financed by the federal, state and local governments, and concentrate on providing job training and language training skills. This includes the "manpower" and the "outreach" programs set up in many areas of the states. The criteria for eligibility and the availability of such programs varies greatly by state and community. In addition, many times there are long waiting lists of those people interested in joining these programs. Income is one eligibility criteria.

2. There are many other sources of assistance in receiving job and language training. For example:

   a) CETA: A federal program which provides vocational training in many skills, like electronics, or mechanics. There is also a long waiting period to be accepted into a CETA training job. Income is one eligibility requirement, but the eligibility levels vary between states and communities.

   b) Vocational training: Availability varies from place to place, but some programs are offered in Chinese, Vietnamese, Khmer, Lao, or Hmong, as well as English.

   c) Career counseling: Provided by many Volags and sponsoring agencies. Specialists will advise incoming refugees of job opportunities in local agreas.

   d) Skills recertification: Designed to aid professional doctors, lawyers,engineers and other professionals in fulfilling American licensing requirements so that they can practice in America. This program is only available in some communities.

   e) Job Corps: Designed to equip unemployed people between the ages of 16-21 with a skill so that they can hold productive jobs.

   f) Day care centers: Provides a place where working mothers can leave their children to be care for while at their jobs.
   Check with your sponsors for details on job and language training programs available in your community.

E. ADULT EDUCATION

One of the most important things to do when you first arrive in the states will be to continue learning English. Free ESL classes may be available from:

--Local high schools
--Community colleges
--Local church groups may offer free tutoring.

Your sponsor is again the best person to contact about these services.

DISADVANTAGES

1. When does welfare money come from?

Answer: - You and the other people in America who pay taxes

Example: You have lived in the U.S. for 6 months. You now have a good job and make $225 U.S. per week, but you only receive $150 in your pay check. What happened to the missing $75. Some of it is helping to pay for welfare assistance to the new

refugee family that is living next door to you and not working.
So remember, welfare is not a free hand-out. You will end up paying for it.

2. Social Stigma

Everyone in America admires people who are independent. If you are taking welfare payments then you are relying on other people to support you. Many Americans do not look favorably on people who receive assistance from the government; it is viewed as a kind of loss of face on the part of the recipient. Although Americans are willing to help the truly needy, they resent giving money to those who can help themselves. If you must accept welfare, especially cash assistance, when you first arrive, remember that it is only a temporary form of assistance until you can support yourself. The sooner you are working and self-sufficient, the better off you will be.

3. Psychological Drawbacks

Dependence is a serious danger in receiving government assistance, especially when you are dependent on the government for your entire economic needs. An individual can lose their self-initiative and independence very quickly, which can cause them to lose their sense of personal freedom.
It is also very easy to become depressed and unmotivated if you remain unemployed and a welfare recipient for long periods of time. Most people are happiest when they have some type of activity to fill their day. If you do not get a job you will also not get the valuable exposure to U.S. language and custom that you need.

4. Time Limit

Remember that you can only receive federal assistance as a refugee for 3 years. After than you must meet the same criteria as any other U.S. citizen (much stricter).
Also, the government can decide at any time to cutback the amount of money allocated for refugee assistance thus, even though there may be many programs to help you this year there might not be as many next year.

COMMUNITY SERVICES

The American Educational System

Purpose: Introduce the student to education in America.

A. The Education System

1. Primary education
2. Secondary education
3. Higher education
4. Adult education
5. Continuing education
    a. Stressing the work experience
    b. Learning while working

B. Description of Services

1. School districts
2. Cost and Funding
3. Facilities
4. Materials
5. Transportation

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "The American Educational System."

PURPOSE : Introduce students to education in America

I. Activity 1 - - Brainstorming

Objective : Students gain basic understanding of the educational process.

Materials : Newsprint, magic markers.

Have the students answer the question "What are the purposes of education?" Ask the students to describe as specifically as possible what they understand the purposes of education to be.

Ask each group to share their ideas with the rest of the class. Then post newsprint in the front of the room. (You will refer to it later under adult and continuing education.

Activity 2 - - Description of Primary & Secondary Education System and Services Provided.

Most areas of the U.S. divide schools into 3 categories:

a. Elementary or primary schools for children from 6-12 years old.

b. Junior high schools for children 12 to 14 or 15 years old.

c. High schools for children 14 or 15 to 18 years old.

There are both public and private schools in the U.S. Public schools are free (financed by taxes), but you must pay a fee to attend private schools.

Public schools usually provide free books; transportation if the child lives far from the school; some schools provide free lunches for children of law-income families. Otherwise, for lunch the child can bring a lunch from home or buy lunch at school.

All children between the age of 6-16 years must attend school. Parents are responsible to enroll their children and to

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make sure the children attend school.

In order to enroll your children in school you will have to go to the school and bring certain information with you:

- Records of immunization
- The child's I-94 card
- Address and phone numbers where the parents can be reached

Activity 3 - - Picture interpretation

Another important aspect of enrollment is to ensure your child is placed in the appropriate class for his/her age. If your child will attend a school where the teachers are unfamiliar with refugee students, they might place your child in a grade too low for their age.

(Teacher - Post the pictures at the front of the class and let 2-3 students interpret the sequense.)

1. Parents enroll their child in school (ask what documents they had to bring with them).
2. Child is placed in a class, where all the other children are younger.
3. The subjects taught are too simple for the child and so the child begins to sleep in class.
4. The other children in the class are much younger, and the refugee child has no one of the same age to play with.
5. The boy tells his parents about the problem he is having in school.
6. The parents go to school and explain the problems their child is having in school.
7. The child is placed in a class where the children are the same age as him. He is much happier in the new class.
8. He also has a special E.S.L. class either offered by the school or arranged by the sponsors or an M.A.A.

Points for discussion:

A. Would parents in Indochina go to the school and discuss a problem with the teacher or do they expect the teacher to do all the right things?

B. Compare and contrast the expectations for involvement in the U.S. and Indochina.

C. Compare and contrast the role of the teacher in the U.S. and Indochina?

D. Why do you think the boy fell asleep?

E. Do you think the boy made many friends in the first class? Why?
(Discuss the importance of learning language and social customs from peers).

F. Do you think the child will know everything the rest of the children do in the second class?

G. Do you think it will be difficult in the beginning for the child?

H. Why do you think it might be better to have your child placed in a grade appropriate for his age or only one or two years lower if necessary?

Activity 4

Nguyen Thi Lam was in the 10th grade in Missouri. She was taking Math, Science, English, History, Physical education and one course that she choose, which was typing. She was doing well in her subjects and she liked having the chance to choose some of her subjects. However, one day she refused to go to the physical education class. At first she would only say she didn't like the class. When the teacher told her it was required to attend, Lam told her parents she was embarassed because all the girls wore shorts. Lam didn't like to be seen barelegged.

(Teacher ask students how they feel about this situation).

Ngou Chandra was in 10th grade in Georgia and she was practicing very hard after school to become a drum majorette. A drum majorette is a girl who precedes the band. The drum majorette performs feats of skill with a baton. She also wears a very short costume. Ngou Chandra was accepted to be a drum majorette and she went home very excited to ask her parents permission.

(Teacher asks the students how they would feel if they were the girl's parents).

II. Adult Education

Objective: Give students overview of adult education.

(Teacher refers back to newsprint that lists the purposes of education. Ask the students if there are any more purposes for education that are specifically for adults).

It is very common for adults to work full-time and to study part-time. They study in order to improve their skills at their present job or to get a better job.

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There are many institutions that offer courses for adults.

A. Adult Education Programs and Classes

Evening courses are available, usually at highschools, that allow adults to complete their high school diplomas. You take the courses you need in order to prepare for an examination. If you pass the examination you receive a General Examination Diploma, also called a G.E.D.

B. English as a Second Language is sometimes available at high schools, at voluntary agencies, churches, M.A.A.s, and State Resettlement Programs.

C. Common Colleges and Universities

Community Colleges are two years institutions that offer training in vocational skills like computer programming, electronics and secretarial/office skills. They also prepare students for 4 year university programs.

D. Vocational & Technical Schools

Vocational or technical schools specialize in training people for certain occupations. Typical examples of occupational programs that are offered by these institutions include welding, medical or dental assistants, electronics, computer programing, auto body repair and various clerical positions.

E. Correspondence Courses

Correspondence Courses allow the student to study at home at his/her own pace. Typically, students will receive reading and test materials in the mail.

Many of these programs are legitimate; while others make promises about training and employment that they cannot possibly keep. Many newly arrived refugees have been cheated by such programs. It is wise to check with the local Better Business Bureau.

(Teacher asks several of the students to relate their plans for further education after they arrive in the States.).

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "The American Educational System."

OBJECTIVES OF THE LESSON:

1. Students can describe the various educational levels in America.
2. Students can list services available to students in American schools.

UNIT 1

Objective: Students can describe education available to children and young adults in America.

A. There are two levels of education for children in America.
   1. Primary, or elementary school.
      --This level begins at the age of six (1st grade) and continue to the eighth or ninth grade (ages thirteen or fourteen).
   2. Secondary, or high school.
      --This level begins in ninth or tenth grade (ages fourteen or fifteen) and continues through the twelfth grade (age 18).

B. School systems and names differ from area to ares.
   1. At the elementary level, schools are sometimes called primary schools, grade schools, elementary schools or middle schools.
   2. At the secondary level, schools might be called high school, secondary school or senior high school.

C. The differences in names and systems does not mean that what is taught is different or that one school is better than another. It simply means that each school district may organize their school system different from one another.

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UNIT 2

Objective: Students can describe educational opportunities beyond high school.

A. Colleges and Universities--there exist both two and four year programs in Colleges.

1. Junior, or community colleges, are generally two year programs.
    a. Their primary focus is vocational training, although they also provide preparatory general education for university study.
    b. Many of the ESL and CO programs for refugees in the States are taught at these institutions.
2. Four year Colleges and Universities.
    a. Their range of study is much larger than a Community College.
    b. Some area of specialization are physics, education, mathematics, art, political science, English, etc.
    c. These institutions also offer advanced graduate study in specialized fields.

B. Vocational or Technical Training Schools.

1. These schools focus on training people in a specialized occupation. Some examples are auto machanics, welding, electronics assembly, lathe operator, etc.
2. The length of these programs vary, but they generally last one to two years.

C. Adult Education Programs.

1. Many communities in America offer adult education programs. They are usually offered at the local high school or Community College.
2. These programs usually focus on such areas as ESL, adult high school diplomas, secretarial work, painting, pottery, etc. They are usually funded by the State or local community are thus are very inexpensive. These programs are a good source to further the ESL training needed to adapt to American life.

TEACHING METHODOLOGIES

Ask the students to describe the following questions together in groups.

1. Whether they think it is unsuitable for adults to attend school after a certain age.
2. Do they think they now know enough English to work in America?
3. Do they think they could attend school at night and work during the day?
4. What are their plans for their children's education after high school? How do they think they could pay for their children's further education?

Materials needed: Brochures of vocational and training programs.

Explain that schools and training courses are run by non-profit (government) or profit organizations. In the case of the latter they should be sure they know exactly what they are getting for their money. For example, does the school have a job placement office for when they complete the course?

Have them critically read through the brochures and note the information they contain. You could translate the brochures into Vietnamese/Chinese for this exercise.

UNIT 3

Objective: Students can describe services available in education.

A. Cost and Funding.
  1. Every child can get 12 years of free public education in America.
    a. Public schools are funded by the government through taxation, mostly from property taxes within a school district.
    b. Private schools have their own source of funding and tend to be rather expensive.
  2. Costs for attending a community college or University vary greatly.
    a. State run schools such as the University of California have a lower tuition than a private University.
      1. This is because the State schools receive government support.
      2. If a student is a resident of the State in which the school is located, the tuition is often even less.

    b. There are many types of schoolarships and loans available for students, but they vary from school to school.

B. Transportation to school for children.

    1. For children living far away from the school, there are school buses which provide free transportation to the school.

    2. At the time of registration, it is important to check where and when the bus will pick up the students for school.

C. Materials for school.

    1. Most schools in the U.S. lend books to students for use during the school year.

        a. It is important that the students take care of the books as they must be returned at the end of the year.

        b. If the books are damaged, the child's parents usually will have to pay for their replacement.

D. Facilities.

    1. Most schools have a cafeteria for use at lunch time. Students usually can either bring their own lunch or purchase one at the cafeteria.

    2. There are also some special lunch program at many schools.

        a. Students can be provided with a free lunch while they are attending school.

        b. There is special criteria for these program which varies from one school to another.

    3. Most schools have a range of sport and club activities.

        a. These include football, swimming, soccer, language clubs, school newpaper, etc.

        b. It is best to check with the school office to see what extra-curricular activities available.

UNIT 4

Objective: Students can describe some of the rules and regulations related to schooling.

A. Attendance.

1. The school year usually begins in September and lasts until June.

   --June, July and August usually are considered summer vacation months.

2. Most children attend school Monday through Friday, about six hours a day.

3. Except for holidays or excused absences, it is the responsibility of the parents to see that their children attend school each day.

   --Unexcused absences which occur often can lead to the child's dismissal from school.

4. School is mandatory for all children until the age of sixteen.

B. Dress in school.

1. The dress code for school varies from one school district to another.

2. Students should wear clothing that is acceptable in public. Pajamas would be an example of clothing that should not be worn in school.

3. Students should always wear some sort of footwear.

C. Discipline and Punishment.

1. This varies from school to school.

   a. It could consist in doing additional class work for the subject.

   b. The teacher might request the student to remain after class.

   c. If there is a serious problem, a student might be taken to the school principal for counseling.

UNIT 5

Objective: Students can demonstrate knowledge of types of learning styles in America.

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A. Lecture method.

  1. This method involves the direct transfer of knowledge from teacher to student.

     --This style was probably the most common method used in Vietnam.

B. Learning by doing.

  1. Students are often encouraged to learn by active, rather than passive means.

  2. A teacher will not do all the talking in the classroom.

     --The teacher will encourage the students to find some of the answers themselves. This can be done by group discussion, or by a one to one discussion of a subject in class.

  3. This method generally requires the student to do a large amount of homework.

     a. The teacher will give students assignments and expect them finished by a certain date.

C. Evaluation.

  1. Students are evaluated a number of ways in an American school.

     a. Attendance--good attendance can help in the teacher's evaluation.

     b. Completion of assignments--all homework must be completed on time and done well.

     c. Individual tests--are given throughout the school year to test comprehension of what is taught.

     d. Participation in class--some teacher's will give a student a negative evaluation if they haven't participated in class.

NOTE: Students are expected to work, learn and take tests independently. Sharing answers or looking at another students' work is considered dishonest and cheating unless instructed to do so. Dishonesty or cheating are usually considered serious offenses. Also, students are expected to do original work. One should not copy from a book when writing a paper or doing an assignment unless a proper reference is given.

The American Educational Systems

TEACHING METHODOLOGY

UNIT 4 & 5: True/False Test (answers indicated in parentheses)

1. All students must wear school uniforms. (F)
2. All students must go home for lunch. (F)
3. Public school charges $100 a year for school fees. (F)
4. You must pass an exam to study in public high school. (F)
5. You can learn how to drive a car in high school. (T)
6. Your children might be bused to a school on the other side of town. (T)
7. You and your children can get ESL training. (T)
8. Teachers often have meeting with parents during the school term. (T)
9. Every school has a teacher to help students with learning problems. (T)
10. Any student can get post secondary education if they are willing to work their way through. (T)
11. Most CO & ESL education is taught through Community colleges. (T)

COMMUNITY SERVICES

Legal and Illegal Activities in America

Purpose: Describe differences between legal and illegal activities in America.

A. Categories of Activities

1. Providing personal data
2. Personal safety and security rights
3. Private property rights
4. Illegal substances
5. Necessary licenses
6. Social crimes

B. Examples of the Activities

C. Prevention Tactics

D. Penalties

Insert Page: 28.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand

This material was developed for use in the presentation of the information in Lesson 32 - " Legal and Illegal Activities in America ."

*Save the Children Federation, Experiment in International Living, and World Education

Community Services

Activity: Role of the police and other Problem-Solvers--A Comparison

Objective: Learners cna list similarities and differences of the role of police in their home country and the USA. Learners can compare legal and illegal activities in the two countries.

Preparation: Your training group should study the sheet "Situations for the Role of Police and other Problem-Solvers." Decide upon effective ways to present the situations. Can they be role played? Demonstrate. Can you use pictures? What will the teacher-aid need to knwo? Your training group may want to alter or add to the situations. When discussing situations, remember: our goal is a positive atmosphere. Our purpose is to build confidence.

Procedure:

1. Ask the learners to sit in a circle. In the middle of the circle, present the first situation. Use visual aids or role play. Think drama. Have fun!

2. Tell the learners to suppose that this situation had happened in their own country. Lead a discussion. Use the following questions, and any others you think appropriate:

   a. Is there a problem here? What is the problem?
   b. Who or what do you think caused the problem?
   c. Who is affected by the problem?
   d. What do you think the consequences of this action would be?
   e. Is the problem solved? How?
   f. Who is the problem-solver?
   g. Could this situation have been avoided? How?

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3. Repeat the same role play. This time, tell the learners to imagine that the same thing is happening in the USA.

4. Lead a discussion. Here are some discussion questions:

   a. Who has relatives in the USA? Have you heard of anything like this happening there?
   b. Do you think this situation would cause a problem in the USA?
   c. Who might be affected by this problem?
   d. What do you think the consequences would be if this happened in the USA?
   e. Would this problem be solved in the USA? How?
   f. Who do you think the problem-solver would be?
   g. How can refugees in the USA avoid such problems?

5. The teacher can add his/her own ideas about the probable consequences of this situation in the USA. Be brief; do not preach. Remember, our purpose is to build confidence, not to make people afraid of America.

6. The learners should now compare and contrast what might happen in their home country with what might happen in the USA, given the same situation. Below are discussion questions. Add your own closed, open, and re-directed questions as appropriate.

   a. Does this situation cause a problem in both countries?
   b. Are the consequences the same in both counties? Why or why not?
   c. Is the problem solved in both countries? Is it solved in the same way or not?
   d. Who is the problem-solver in each case? Is ther a difference? Why?

7. Present a second situation. Follow steps 1-6 above. Encourage discussion. Accept ideas.

8. Continue as above with the other situations listed on "Situations for Role of Police and other Problem-Solvers."

SITUATIONS FOR THE ROLE OF POLICE AND OTHER PROBLEM-SOLVERS

(Change the names. Use names from your students' home country.)

1. Suchat has just gotten a new job. He and his friends are having a party with LOUD stereo music, and lots of shouting, drinking, laughter, and singing. It is after midnight on a Monday night. Some of the neighbors are trying to sleep, because they must get up early and go to work. Suchat does not know these neighbors, so he did not invite them to the party.

2. David is driving his car late at night. He has been at a party. He is a little drunk. He has no driver's license. The headlights on his car do not work. The car hits a stop sign and knocks it down.

3. Surasak comes home from work and finds his front door open. When he looks around the house, he sees that someone has stolen his TV.

4. Sheila is angry about a new government program. She writes a letter to a local newspaper. The letter criticizes the politician who supported the program. In the letter, Sheila says the problem is foolish and that she will do whatever she can to oppose it.

5. Little Betty is six years old. She and her mother are shopping. Suddenly, Betty looks around and cannot see her mother. Little Betty is lost! She decides to cross the street and look for her mother.

6. Go and Taam are young boys. They are kicking a football near the neighbor's house. Taam kicks the ball hard. It sails a long way and smashes right through a window in the neighbor's house.

7. Chai has had a bad day. He arrives home late. His dinner is cold. The kids are noisy. Chai and his wife have a loud argument. Both are shouting and screaming. Chai loses his temper and hits his wife. She screams again and he continues to shout. Many neighbors can hear the trouble. They are wondering what to do.

8. NuNu has a big dog who guards her house. It growls and barks at anyone who walks by. One day the dog jumps out at a teen-age girl who is walking home from school. The dog bites the girl badly on the leg.

9. Peter likes guns. He has just gotten a new pistol in the mail. He does not have a license for this gun. Peter decides to take to walk in the city park. Many children are playing there. Suddenly, Peter sees a rabbit among the trees. He wants to try his new pistol. He aims and shoots. Bullseye. The rabbit falls like a stone.

10. Jum and her husband are at the movie theater. There is a large sign that reads "NO SMOKING." But Jum's husband is enjoying himself. He says, "Never mind, I'm here to have a good time." He lights a cigarette and inhales deeply.

11. A is walking home from work one day when she sees something on the sidewalk. It is a wallet. She picks up the wallet and opens it. "Wow!" says A, "There is enough money here to buy a new radio!"

Insert Page: 28.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Legal and Illegal Activities in America."

Purpose: To familiarize students with some American laws, consequences of breaking them and the individual's legal rights.

Activity 1: Introduction

In the U.S. there are laws about almost everything. These laws are strictly enforced. It is easy to break the law if you don't know what it is. If you do break the law, even if you didn't know that it was a law, you are still responsible. Even some things which may not seem important are illegal in America. You may not spit or throw trash on the street. You must cross the street only at a corner. You need a document of permission or registration for almost everything: birth, marriage, death, building something on your own property, owning or driving a vehicle, hunting or fishing. There are even certain times of the year when you may not hunt or fish and there is a limit to the number, size and age of the animals or fish you may take. If you break these laws you usually have to pay a fine and it can be very expensive. There are so many laws in America which vary so much in different parts of the country that it is impossible for us to discuss them all now. But it is very important for you to find out the laws in your city and state when you arrive. Remember that if you are ever in doubt about the legality of an activity, as your sponsor or your local police station about the law.

Activity 2: Role Play

Purpose: To stimulate discussion about self-defense and crime prevention.

Procedure:

I. Introduction

A. T. says, "We are going to act out a situation that has happened to some refugees in the U.S. Think about it as you watch it. Then we'll discuss the situation.

B. T. asks for a volunteer to act in the role play. If there is none, Tr. picks out an advanced student and asks him or her to

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play the part. He explains that it is very easy. Tr. then takes the student aside and explains his/her part while the T. sets up the props.

II. Role Play

A. T. explains that this is a home. These are the bedroom, hall, back door and living room. This is the front door and this is the outside. T. draws imaginary lines in the room so the students can imagine the setting. T., Tr. and Student then begin the role play:

The victim (V) is in the living room reading. The V. hears a noise as the robber enters the house through the back door. The V hears the robber (R) enter the house through the back door. The V hears the R walk down the hall to the bedroom. The V listens through the bedroom wall and hears the R. The V picks up the telephone and calls the police:

Police (P): Police Station

V: This is an emergency. There is a robber in my bedroom right now.

P: What is your address?

V: Zone_______Barrack________Room________.

P: What is your name?

V: __________________

P: A police officer (PO) will come right now. Wait outside or at your neighbor's house.

V: O.K. Goodbye

Robber (R) is listening at the door to the telephone conversation. The R takes several things from the bedroom (money, watch, jewelry, radio etc.) and sneaks out the back door.

When the V gets off the phone he/she goes outside to wait for the PO. After a few minutes the PO arrives:

PO: Did you call for the police?

V: Yes, Officer. I think he is still in the house.

PO: Wait here. I'll go in and look. (Officer goes in and looks around. Finding no R. he comes out.) He's gone. Come inside and tell me what he took. (PO and V go into the bedroom).

V: (Looking around)Oh no! He took my watch, my jewelry (or my wife's jewelry) my radio and my money! I had my money right here in this drawer. I've been saving it for months! Quick, Officer, go catch him!

PO: It's too late. He's gone. Did you see him?

V: No.

PO: Well, I'll report the robbery, but I'm sorry there's nothing more that I can do.

III. Discussion of Role Play

A. Do you think the victim did the right thing?

B. What would you have done when you heard the robber? (Possible answers: screamed, made a loud noise, shot him, knifed him, threatened him with a gun or knife, run outside immediately and called the police from a pay phone or neighbor's house, chased him outside and tried to catch him or kill him, etc.)

C. For all these possibilities T. discusses which is best and why. Discussion should consider safety and the law.

D. What could the victim have done to prevent this from happening? (Possible answers: locks, neighborhood watch, burglar alarm, watch dog, keeping money in bank, keeping valuables hidden, etc. If time allows T. may want to discuss the insurance and marking of expensive items with an identification number.).

Activity 3: Open-Ended Story

Purpose: To help learner understand " self defense, legal rights and responsibilities" in the case of a arrest.

I. T. reads the story "Legal Rights"

LEGAL RIGHTS

Yang Mouly was walking to the bus stop after his English class one afternoon. Suddenly a big man grabbed him by the arm and said roughly "Give me your wallet!" Yang Mouly was afraid, but he didn't want to lose his money. He tried to push the man away but the man held him more tightly, reached into Mouly's pocket and took his wallet. As the robber tried to run away, Mouly pushed him hard against the wall and the robber hit his head and fell down unconscious. Just then a police officer ran up and grabbed Mouly. He said that he had just seen Mouly hurt the other man and that he was going to arrest Mouly. Mouly didn't understand everything the officer said because of his English and he was afraid. The officer was asking him questions. Just then Mouly's English teacher walked by and stopped when she saw Mouly. She immediately realized there was a problem. She told Mouly that he must give his name and show his identification but that he had the right to remain silent to ask

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for a free translator if he didn't understand everything and to get free help from a lawyer if necessary. The teacher said that Mouly shouldn't run away or fight or argue with the officer but should go peacefully with him to the police station. Then, later, if necessary he had a right to a trial. The police took Mouly and the robber, who by now was conscious again, to the police station.

II. Discussion of "Legal Rights"

A. What would you have done if someone tried to take your wallet like this? (Possible answers: run, give it to them without fighting, use Kung Fu, a knife or a gun to protect my property, spray the person with MACE etc. T. discusses merits/ problems of each idea.)

B. What were Mouly's rights and responsibilities when the officer was trying to arrest him?

C. What do you think happened? (answer - there was a trial)

D. What is the meaning of self-defense in this case?
Did Mouly act in self-defense?

E. Who won the trial and why? (Mouly, because robber had his wallet in his possession. Mouly acted in self-defense and the robber had a previous police record, Mouly didn't).

Activity 4 - Discussion and Conclusion (as time allows)

T. asks learners to brainstorm a list of other laws that they think may be different in America. T. also asks if the learners have any questions about the legality of any particular activity. Some of the following topics which are important issues for refugees in the U.S. and which may be discussed at this time are:

1. Ages for using and buying alcohol and cigarettes
2. Drug use
3. Wife/child abuse
4. Divorce laws
5. Prostitution
6. Child care laws

Insert Page: 28.9

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Legal/Illegal Activities in America."

Objectives of the lesson.

1. Students can compare/contrast legal and illegal activities in America.

2. Students can describe some of the consequences for illegal activities in America.

UNIT 1

Objective: Students can give a brief description of the legal system in America.

A. The U.S. is a democracy, this means that the laws are made by the people and by the government the people elect.

   1. Laws in America are impersonal, often created by government officials and not by the people themselves.

   2. Laws are not always part of the cultural traditions of America, but created to help in the smooth operation of the country.

B. Bill of Rights--written about 200 years ago when the United States was founded.

   1. This document protects the most basic rights of all the residents of the U.S., such as freedom of speech, thought and religion.

   2. It forbids submitting anyone to cruel or unusual punishment.

   3. It states that before anyone can be found guilty of a crime, they have the right to receive a fair trial and be judged by a jury of other citizens.

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Teaching Methodologies

Brainstorming

To introduce the lesson, have the students, either as whole or in small groups, compile a list of activities they think might be illegal in the U.S. Write down on the blackboard all answers. After referring to the lesson plan, complete the list or correct inaccurate responses you received from students.

UNIT 1 - Discussion questions for the U.S. legal system.

1. In the U.S., if you do not like a political leader, can you speak out publicly against that person or those political views?
2. What are some examples of political crimes in Vietnam?
3. What are the basic freedoms that Americans have?
4. Where do those freedoms come from?

UNIT 2

Objective: Students can describe some of the legal agreements that can be made in America.

A. Contracts--documents which are signed between two parties for many purposes in America.
   1. Some examples are for employment, purchase agreements, the construction of homes and the rental of an apartment.
   2. Once a contract is signed, it cannot usually be broken. It is very important that the contract is read thoroughly and understood before being signed.

B. Licenses--are a type of agreement made between a person and the city of state government permitting the applicant to engage in a certain type of activity.
   1. A license is needed to drive a car or motorcycle in America.
   2. Licenses are also needed for the following:
      a. Owning a handgun.
      b. For fishing.
      c. For hunting animals.
      d. To open a business.
      e. To sell products in the street.
      f. To practice law or medicine.
      g. To get married.
      h. Upon the birth of a baby. (Certificate)
      i. Upon the death of a family member. (Certificate)

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3. It is important to be aware of the various laws and comply with them.
    - a. Laws vary from State to State and in different communities.
    - b. It is best to check with the local authorities within whatever community one lives or to ask the sponsor.

Teaching Methodologies

UNIT 2 - Refer to the Hong Kong Student Workbook handouts on pages 79 to 82 and p. 22 (see attached reductions).

Ask students what they consider more binding,
--a verbal commitment between two persons
--or a written commitment with signatures of two persons.

Then present the following situations and role-play.

Mr. Joe Waters has verbally promised (given his word) to Mr. Hiep Tran that he will fix the refrigerator, change the locks and fix the windows in the apartment before next month.

The next day Mr. Waters brought a lease and Mr. Tran signed the lease for one year and gave a $300.00 security deposit. The repairs were not mentioned in the lease which was signed. Two months have passed and Hiep calls Mr. Waters.

Hiep : When are you going to fix my windows? I'm cold.

Mr. Waters : What do you mean?

Hiep : You told me you'd fix the windows by now.

Mr. Waters : In the lease, you signed, it says the tenants is responsible for all repairs.

Hiep : If you don't fix the windows, I'm going to move out.

Mr. Waters : You have signed a one year lease. If you break it you'll forfeit the security deposit and I will bring a court action to recover the rest of the money.

UNIT 2 - B

Present this situation.

Trang and his father were fishing on the river. The fishing warden came by and asked to see their fishing license. They did not have one. The warden warned them not to fish again without a license.

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1. Why do they need a license?
   (Fishing is regulated and there are many rules).

2. What could happen if they fish again without a license?
   (Fines and possible summons to go to court)

Brainstorming

Now ask students to compile a list of other activities they think might require a license in the U.S. Fill out the missing activities using the lesson plan.

UNIT 3

Objective: Students can recognize some illegal activities in America.

A. Life threatening situations.

   1. It is illegal in the U.S. to physically abuse any member of your family.
      --There are laws that protect the rights of husbands, wives and children regarding physical abuse.

   2. It is illegal to carry a concealed weapon (knives, switchblades) or to physically threaten any other person with bodily harm.

      a. American law is designed to protect the individual.

      b. There have been some cases where people acting in self-defense have been accused of inflicting excessive injury.

      c. It is always best to avoid extreme violence, if possible, when acting in self-defense.

B. Alcohol/Drug Abuse.

   1. Drugs--it is illegal to use any form of narcotics without a prescription from a doctor.

      a. This includes opium, marijuana, heroin, etc.

      b. It is also illegal to sell or grow these drugs.

   2. Alcohol--there is a minimum legal drinking age throughout the U.S.

      a. It varies from State to State but is usually between 18-21 years of age.

      b. It is illegal to buy alcohol if you are under age.

      c. Many stores request identification of age selling any alcohol.

C. Cigarettes.

1. It is illegal for anyone under 16 to purchase cigarettes.
2. It is also important to remember that any place designated "NO SMOKING" means exactly what it says.
   a. "NO SMOKING" areas are enforced in many public places in America.

D. Behavior in Public Places.

1. It is illegal to defecate or spit in public places.
2. It is illegal to liter or discard garbage anywhere except in a designated trash bin or can.
3. A person can be arrested for drunken behavior in public places, or for drinking alcohol in certain public places.

E. Shoplifting.

1. A person can be fined or imprisoned for shoplifting.
2. Many stores in America are equipped with special devices to protect someone who is shoplifting merchandise.

F. Private Property.

1. It is illegal to construct homes on public or private property.
2. It is also illegal to trepass or remove property (as trees) from private land.
3. There are zoning laws in certain areas which prohibit keeping certain animals (as chickens) on your property.
   It is best to check with the local authorities, your landlord or your sponsor first.

G. Cars.

1. All car owners must purchase some sort of auto insurance.
2. Drunk driving is not permitted.
   --Consumption of alcohol in a vehicle is illegal.
3. There are strict rules governing use of a car.
   a. Speed limits.
   b. Maintenance of your car.
   d. Parking.

UNIT 4

Objective: Students can demonstrate knowledge of some of the consequences of illegal activities in America.

A. Fines.

1. Many of the minor offenses mentioned are punishable by fine.
    a. If someone receives a ticket or fine, they should be sure to pay it in full by the date requested.
    b. If they don't, they can face an additional fine or imprisonment.

B. Jail and Imprisonment.

1. Depending on the offense, someone can be jailed immediately. The length of imprisonment may not be determined initially.
2. Everyone is entitled to a trial before a judge and jury.
   --If the jury finds the person convicted guilty, the judge will then give a sentence and decide on the length of imprisonment.
3. Remember, it is presumed that a person is innocent until proven guilty.

NOTE: If someone should ever find himself accused of a serious crime, remember the following:

1. It is best to be courteous and respectful to all legal authorities (police, judge, etc).
2. Under the American legal system, anyone suspected of a crime has certain rights.
    a. You have the right not to answer any questions.
    b. Anything that you does or say might be used against you in court.
    c. You have the right to talk to a lawyer and have him/her with you when you are being questioned.
    d. If you cannot afford to hire a lawyer, the government should provide one for you.

Teaching Methodologies for Unit 3 and 4

Outline - Story

Setting: Husband and wife living together in the U.S. The following events happened:
The husband physically abuses his wife.
The wife decides to temporarily move into her sister's house.
The husband goes to his sister-in-law's house and demands that his wife come home with him.
The wife doesn't want to leave her sister's house.
The Police are called.
The Police talk to her husband
*Ask the class what they think happened?

Conclusion of Story.

The Police inform the husband that he cannot force his wife to return home with him. The Police inform the husband that he cannot come to the sister's house unless invited and will need to consult an attorney in order to visit his children. He will be arrested for trepassing if he comes back.

1. What is trespassing? Why can't the husband go to the sister's home?
2. What could happen if the husband returns again uninvited?
3. How do you think the husband should act towards the policemen?

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Vo Van Nhan has been out with his friends drinking heavily. He decides to drive home and is stopped by a policeman.

The policeman tells him to get out of the car and walk. Nhan weaves and stumbles. The policeman decides to take Nhan to the police station to take a breathing test to see if he is drunk. He is then arrested.

1. What is the best way for Nhan to behave with the policemen?
2. What are his rights upon being arrested?

The next day he is released and given a summons to appear in court.

3. Is he thought to be guilty now under the law?
4. Does he have a right to an attorney?
5. What is the legal drinking age in the U.S.?

****

and/or

You or the interpreter don't just describe, pantomime a series of illegal actions.

- Concealing a knife in jacket.
- Using a karate-chop to seriously injure someone who tried to rob you.
- Drinking and driving.
- Smoking near a "No smoking" sign.
- Throwing a cigarette on the ground (you will be jumped on by local citizens in California if you do this - as Calif. is dry and there have been many bad fires).

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Insert Page: 28.16

Legal/Illegal Activities in America

- Spitting in public.
- Keeping chickens in your home.
- Parking in front of a fire hydrant.

Hong Kong Student Workbook page 22

SAMPLE
APARTMENT LEASE (COVER PAGE)

Premises : 640 Washington Avenue, Albany, New York.
Term : One year.
Commencing : September 1, 1976.
Monthly Rent : $175.00
Landlord : George Wilson.
Tenant : Nguyen Van Nam
Security Deposit: $175.00 (to be returned provided the lease is not broken and there are no damages).

Landlord

Tenant

APARTMENT LEASE

This agreement, made the twentieth day of August in the year One Thousand Nine Hundred And Seventy Six between GEORGE WILSON hereinafter called the Landlord and Nguyen Van Nam hereinafter called the Tenant.

That the Landlord hereby lets unto the Tenant, and the Tenant does hereby hire and take from the Landlord, all those rooms known as B apartment, on the 2nd floor and known as 640, Washington Avenue, Albany, New York 12203, for the term of one year to commence Sept. 1, 1976 and to end August 31, 1977: to be occupied as a private dwelling apartment by the Tenant and his family only, consisting of four persons.

Hong Kong Student Workbook page 79

APPLICATION FOR DRIVER'S LICENSE
(ĐƠN XIN GIẤY PHÉP LÁI XE)
(駕駛執照申請表)

1. NAME (Tên Họ) (姓名) ____________
   LAST (Họ) (姓) FIRST (Tên) (名) MIDDLE INITIAL (Chữ Đầu Của Tên Lót) (中間名之首字母)

2. MAILING ADDRESS (Địa-chỉ Liên-Lạc) (聯絡地址) ____________
   NUMBER AND STREET (Số Nhà Và Đường) (門牌號碼及街名)

   ____
   CITY or TOWN (Thành-phố hay Phố) (城市或市鎮) STATE (Tiểu-Bang) (州名) ZIP CODE (Khu Bưu-Chính) (郵區號碼)

3. LEGAL ADDRESS(If Different From Mailing Address):
   Địa-Chỉ Hợp Pháp (Nếu Khác Với Địa Chỉ Liên Lạc):
   合法地址(若與聯絡地址不同):

   ____
   NUMBER AND STREET (Số Nhà và Đường) (門牌號碼及街名) CITY OR TOWN (Thành-Phố Hay Phố) (城市或市鎮) STATE (Tiểu Bang) (州名) ZIP CODE (Khu Bưu Chính) (郵區號碼)

4. BIRTHDATE (Ngày Sanh) (出生日期) ____ / ____ / ____
   MONTH (月) DAY (日) YEAR (年)
   SEX (Phái) (性別) ____________

5. HEIGHT (Chiều Cao)(高度) ____________ WEIGHT (Trọng-Lượng)(重量) ____________

   EYE COLOR (Màu Mắt)(眼睛顏色) ____________ HAIR COLOR (Màu Tóc)(頭髮顏色) ____________

6. HAVE YOU EVER HELD A DRIVER'S LICENSE IN ANOTHER STATE? IF SO, ENTER THE FOLLOWING INFORMATION:
   (Đã Từng Có Giấy Phép Lái Xe Của Một Tiểu Bang Nào Không? Nếu Có, Hãy Điền Vào Những Chi Tiết Sau Đây)
   (曾否持有別州發給之駕駛執照？如有，請填以下資料):

   ____________ ____________ ____________
   STATE ISSUED BY (Do Tiểu Bang Nào Cấp) (何州發給) DRIVER LICENSE NUMBER (Số Giấy phép Lái Xe) (駕駛執照號碼) EXPIRATION DATE (Ngày Hết Hạn) (期滿日期)

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ANSWER ALL QUESTIONS WHICH APPLY TO YOU (Trả Lời Tất Cả Những Câu Hỏi Thích-Hợp Với Trường-Hợp Của Quý-Vị):
(請回答所有與你有關之問題):

1. HAVE YOU EVER HAD YOUR DRIVING PRIVILEDGE CANCELLED, REFUSED, SUSPENDED IN THIS OR ANY OTHER STATE?
(Có Từng Bị Thủ Tiêu Giấy Phép Lái Xe, Từ Chối Phát Cấp Giấy Phép Lái Xe Hoặc Bị Phạt Nghỉ Lái Trong Một Khoảng Thời Gian Trong Tiểu Bang Này Hay Một Tiểu Bang Nào Khác)?
(曾否在本州或別州被取消或拒絕駕駛執照或暫停駕駛?)

YES ________ NO ________
(Có)(是) (Không)(否)

2. DO YOU WEAR CONTACT LENSES? YES ________ NO ________
(Có Mang Kính Ẩn Không?) (Có)(是) (Không)(否)
(是否佩戴隱形眼鏡?)

3. DO YOU HAVE ANY PHYSICAL OR MENTAL DISEASE, DISORDER, OR DISABILITY THAT COULD INTERFERE WITH YOUR ABILITY TO OPERATE A MOTOR VEHICLE?
(Có Bị Bệnh Cơ Thể Hoặc Thần Kinh, Hỗn Loạn Thần Kinh Hoặc Tàn Tật Nào Có Thể Ảnh-Hưởng Đến Khả Năng Điều Khiển Xe Hơi Không?)(曾否患有可影響操縱車輛能力之肉體或精神病症 精神錯亂或殘廢)?

YES ________ NO ________
(Có)(是) (Không)(否)

4. HAVE YOU EVER BEEN FOUND GUILTY OF ANY CRIME, OFFENSE, OR TRAFFIC INFRACTION, OR FORFEITED BAIL IN ANY COURT EITHER IN THIS STATE OR ELSEWHERE?
(Có Từng bị kết tội vi phạm tội, cônh-kích, hoặc vi-phạm Điều-Luật Giao-Thông, Hoặc Bị Tịch-Thu Tiền Bảo Chứng Tại Tòa-Án Nào Của Tiểu Bang Này Hoặc Nơi Khác Không?)
(曾否在本州或別州法庭內因任何罪行 攻擊 違犯交通規則而被判罪或喪失保釋金)

YES ________ NO ________
(Có)(有) (Không)(否)

5. DO YOU INTEND TO DRIVE MOTORCYCLES? YES ______ NO ______
DRIVE BUSES? YES ______ NO ______
OPERATE VEHICLE WEIGHING OVER 6,000 LBS. GROSS OR OVER? YES ______ NO ______

Có Dự Định Lái Xe Mô-Tô Không? Có ______ Không ______
Lái Xe Buýt Không? Có ______ Không ______
Điều-Khiển Xe Hơi Nặng khoảng 6,000 cân Anh hoặc Hơn Không? Có ______ Không ______

是否想駕駛電單車? 是 ______ 否 ______
駕駛巴士? 是 ______ 否 ______
操縱6,000磅或以上之車輛? 是 ______ 否 ______

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I, THE UNDERSIGNED, STATE THAT THE INFORMATION I HAVE GIVEN IN THIS APPLICATION IS TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF.

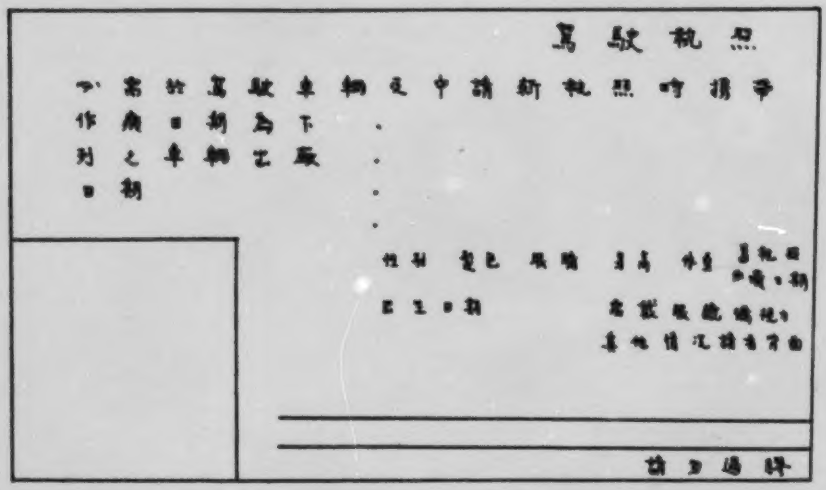
(Tòi, Người Ký Tên Dưới Đây, Cam Đoan Tất Cả Những Chi-Tiết Khai Trong Đơn Xin Này Đều Lã Sự Thật)

(我，簽名者·保證此申請表上之資料全部屬實·)

SIGN HERE X ________________________________
(Ký Tên Ở Đây)
(簽名)

SIGNATURE
(Chữ Ký)
(簽名處)

Hong Kong Student Workbook page 82



駕駛執照

必需於駕駛車輛及申請新執照時攜帶

作廢日期為下 -

列之[illegible] -

日期 -

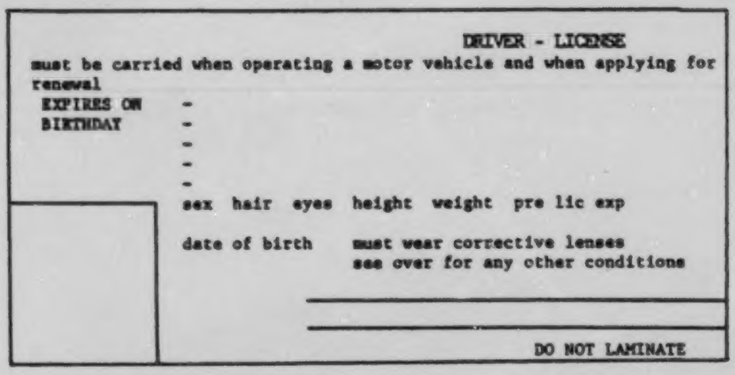
-

性別 髮色 眼睛 身高 體重 舊執照作廢日期

出生日期 需戴眼鏡矯視力

其他情況請看背面

請勿過膠



DRIVER - LICENSE

must be carried when operating a motor vehicle and when applying for renewal

EXPIRES ON -

BIRTHDAY -

-

-

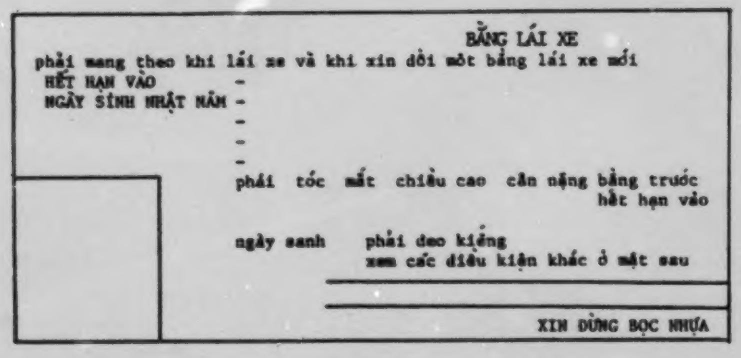
-

sex hair eyes height weight pre lic exp

date of birth must wear corrective lenses

see over for any other conditions

DO NOT LAMINATE



BẰNG LÁI XE

phải mang theo khi lái xe và khi xin đổi một bằng lái xe mới

HẾT HẠN VÀO -

NGÀY SINH NHẬT NĂM -

-

-

-

phái tóc mắt chiều cao cân nặng bằng trước hết hạn vào

ngày sanh phải đeo kiếng

xem các điều kiện khác ở mặt sau

XIN ĐỪNG BỌC NHỰA

COMMUNITY SERVICES

Public Transportation

Purpose: Introduce the student to public transportation in America.

A. Economical Use of Transportation Systems

B. Using Schedules

C. Using Correct Change

D. What to Do If Lost

E. Courtesies While Using Public Transportation

Insert Page: 29.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 41 – "Public Transportation."

*Save the Children Federation, Experiment in International Living, and World Education

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Activity: Transportation

Objective: Learners can identify different forms of transportation in the USA, their possible uses, and the uses of a transit schedule.

Materials:
Part I) film, Transportation in the USA, newsprint, felt pens
Part II) turnstile, bus tokens, bus schedules, coins, large poster size bus schedule and route map, set of signs to go inside the bus (i.e. No Smoking, Advertisement, etc.), long cord or rope
Part III) sets of rods
Part IV) Travel and Communication book for each student

Procedure: Part I

1) Ask learners, "What kinds of transportation are you familiar with? Then, before showing the film, Transportation in the USA, ask your learners while watching the film to focus on the visual display of different forms of transportatin shown.
After the film, ask questions

What did you see?

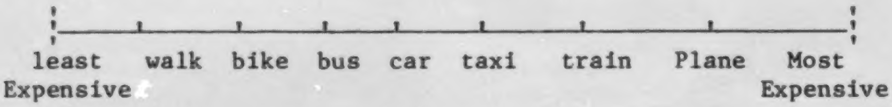
Build the discussion by redirecting questions and building upon the learner's responses.

2) Brainstorm a list of all the forms of transportation systems represented in the film (provide the "correct" name (i.e. subway, etc.) only if you are sure no learners are familiar with this form of transportation).
Go back over each item on the brainstorm list and with your learners bring out when they might used (i.e. walk to work, train to visit people far away, car to supermarket, etc.).

./2

3) Explain in America that often there is a choice involved in which form of transportation to take (point out that not all forms of transportation are available everywhere, i.e. some town do not have bus service, most cities do not have subways, etc.).
With the learners make up a scale of most economical to least economical forms of transportation generated from the brainstorm list.

EXAMPLE:



(Note: The important point to get out is not the specifically "correct" scale line--but the comparison or economical uses of various systems.)

Option: Follow the same procedure as above, but make up two scale lines with your learners (one for local travel and one for long distance travel).

Part II

4) a) Introduce bus schedules to your learners by putting up the large poster size bus schedule and route map.

b) Hand out individual bus schedules to each learner; ask who is familiar with transit schedules?

c) Divide the class into groups (if possible with one person in each group who is familiar with transit schedules).

d) Have each group figure the time of departure from Point A to and arrival time to point B (do several examples).

e) OPTIONAL
Have your learners do the next example by adding, to the Point A to Point B situation, the walk from home to the bus stop (i.e. 10 minute walk to bus stop to take a 20 minute bus ride to work and/or appointment).
Then ask questions like, What time will you need to leave the house to get to work/appointment by ______________ hour of the day?

./3

5) Next prepare the class for the next activity, pass out some money to each learner, then have your aide set up a table and sell bus tokens to the students.

Option A:

1) If there is a bus available have each learner board the bus and put "exact change" or a transit token into the payment receptacle.

2) After all the students have boarded the bus, take a short drive around the camp, making an occassional stop (pull the cord to signal the bus driver you want to get off at the next stop).

3) Ask your learners what were the bus courtesies in ____________? What do they think will be in America? Then point out the signs (No Smoking, etc.). Ask the learners to demonstrate queuing up for getting on and off the bus.

4) Ask learners what would happen if they got lost? Got off at the wrong stop? How would you help yourself? Who could be your helper?

Option B: If there is no bus available

1) Have your learners take a break and go outside the classroom --while they are outside, set up your classroom in rows like a bus (put up signs, pull cords, etc.)

2) Then have your aide set up a table outside the room and sell transit tokens

3) Set up a turnstile in the doorway with a payment receptacle.

4) Follow steps 1-4 of Option A.

Part III - (Optional)

6) Divide the class into groups, give each group a set of rods. Then have each group lay out some city streets.

7) Set up some Point A to Point B situations (i.e. going to workplace, market, home. hospital, movie, etc.) for each group.Ask each group, How would you go to these places? What form of transportation would you use? (Perhaps refer to the brainstorm list.)
Then have each group demonstrate their solution.

./4

8) Lead a discussion with questions like,
What choice involves more time? Less time?
What costs more? Less?
What are some of the other considerations that could be part of your decision? (i.e. Buses are too crowded, if I take a bike I can use back alleys and save time; taxi cabs are expensive but the quickest for emergency; walking is good exercise; no place to park the car, etc.)

Part IV (Optional)

9) Pass out the Travel and Communication in the USA books to each students. Give them time to look through the book.

10) Focus your learners on the travel section using the caption technique. Your discussion points should include the different kind of decisions involved in local travel and long distance travel.

Insert Page: 29.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS **in** Hong Kong**. This material was developed for use in the presentation of the information in the lesson "** Public Transportation **."**

Objectives of the Lesson:

1. Students can economically use the various systems of transport in America.
2. Students can understand how to use a schedule for public transportation.

UNIT 1

Objective: Students can demonstrate the economic use of various systems of transportation.

A. Local Travel
  1. Walking
    a. Many people choose to walk as it is a good way to get exercise.
    b. It is a good way to become familiar with your neighborhood.
    c. Always check the weather so you can dress properly.
    d. When there are no sidewalks, walk on the side of the road facing traffic.
    e. One can be fined for jaywalking, or crossing in the middle of the street.
  2. Bicycle
    a. Most people ride bicycles for recreation and exercise; some use them to go to work.
    b. Always keep to the right when riding a bicycle.
    c. Obey traffic signs and lights.
    d. Use hand signals when making turns.

./2

3. Bus--probably the most common means of public transportation.
   a. Buses have designated stops and schedules. Try and learn them by asking your sponsor, or reading a schedule.
   b. When boarding a bus, make sure you have exact change.
   c. When exiting, pull the cord or push the button over your seat to let the driver know you wish to get off.
   d. On weekends, bus schedules generally change.
4. Taxi
   a. Generally they are found in large cities and sometimes in rural areas.
   b. In cities, taxis can be hired by flagging them down. In other areas, you must call the taxi office and request one.
   c. The taxi fare is determined by a meter and the cost is very expensive. If travelling long distance, it is best to use other transportation.
5. Subways and trains
   a. In most cities there are fast trains which travel either underground (subway) or above the ground.
   b. This is considered one of the more efficient ways to get around locally.
   c. It's best to have someone go with you for the first time so you can learn the stations.
   d. It's often necessary to use exact change or tokens.

B. Long Distance Travel
   1. Bus
      a. One of the cheapest ways to travel.
      b. Buy a ticket at the bus station.
      c. Toilets are usually in the rear of the bus.

b

   d. The bus driver will stop at restaurants so passengers can buy food.

2. Train

   - you can often reserve a ticket ahead of time for long distance travel.

3. Plane

   a. You usually reserve a seat for a long distance trip.

   b. Check the prices with different airlines to get the best fare.

   c. One must follow all regulations concerning safety measures and luggage restrictions.

TEACHING METHODOLOGY

Unit 1

Materials needed: visuals of transportation

Have the students discuss the possible ways of getting to the Star Ferry - Kowloon side. After listing the various means of transport available, have them decide which one they would take.

Unit 1

Role play

Visuals needed: map of the U.S.A.

Two refugees are resettled in the U.S.; one in Texas and one in the Chicago area. After a year the refugee in Chicago decides to visit Texas to see his friend. Can you help him plan his trip.

Call bus, train & plane companies to ask about fares & timetables, etc.

A refugee family takes a taxi in America. When they are at their destination they realize the taxi fare is over $20.00 U.S.!

UNIT 2

Objectives: Students can demonstrate how to read a transportation schedule or timetable.

1. Depending on the particular bus route there may or may not be a printed bus schedule, schedules can be obtained free of charge at the station.

2. Bus, trains and airplanes are usually on time in America, but you should allow extra time for delays due to weather, traffic or overcrowded conditions.

3. Usually the services are more frequent during rush hour and less frequent during week-ends or holidays.

4. Always check when the last bus or train will come for the night, so you don't get stranded.

TEACHING METHODOLOGIES

Role Play: A refugee gets to the train station late because he didn't know the train would really come exactly on time. He misses his train and can't get a refund for his ticket.

Unit 2

Materials needed: timetables of buses or trains.

Bring in timetables of buses and trains for either local or long distance travel.

For example:

NYC	OHIO	CHICAGO	ST. LOUIS
1:00 AM	9:00 AM	12:00 AM	5:00 PM
5:00 AM	1:00 PM	4:00 PM	9:00 PM
12:00 PM	8:00 PM	11:00 PM	4:00 AM

Ask what time the 5:00 AM bus from NYC would get to Chicago, etc.

Role Play: Refugee family is waiting at the beach for a bus on Sunday evening, but there are none after 4:00 PM. They should have checked the schedule.

UNIT 3

Objectives: Students will become familiar with using correct change and tokens in the public transportation system.

1. On most buses and trains it is necessary to deposit exact change as you enter the bus.

2. Tokens can be used in many cities for either the bus or subway. These can be purchased at bus or train stations.

HEALTH AND SANITATION

Medical Services in America

Purpose: Introduce the student to common American medical services.

A. Range of Facilities

   1. Hospitals
   2. Clinics
      a. T.B.
      b. Other
   3. Private doctors

B. Comparison of Hospital Procedures

   1. Range of services
   2. Visiting regulations
   3. Expenses

C. Payment Procedures

   1. Cash
   2. Medicaid
   3. Health insurance

Insert Page: 30.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 13 - " Medical Services in America."

*Save the Children Federation, Experiment in International Living, and World Education

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Identifying Medical Facilities

Objective: Given a medical problem, learner can refer the problem to an appropriate medical person or facility.

Preparation: You will need newsprint and pens.

Procedure:

1. Brainstorm a list of the medical needs of refugees. After the list is completed, ask the class which of these needs require them to seek help from a medical person or facility.

2. Divide the learners into groups. Ask them: "When you need medical help in your home town or village, where do you go for help? Who helps you there?" Give each group a piece of newsprint. Ask them to divide it into two sections.

   a) Ask each group to draw a picture of a person or facility where they go to find medical help in their home town or village. Next to the picture, in the same half of the newsprint, ask them to draw or list the medical problems that they can bring to this person or facility.

   b) Ask the learners to draw another picture in the second half of their newsprint. This picture should show a medical facility or person the learner has observed in this camp. Next to the picture, draw or list the medical problems the facility or person can help to cure.

3. Teacher should now tape the groups' pictures around the room. A member of each group explains his group's picture to the class. In preliterate classes, several people together might explain the pictures. After all groups have reported, the teacher asks, "Are there any camp medical facilities missing?", and gives the learners time to think of any missing facilities or persons. Teacher should be sure that the following facilities are included: outpatient clinic, hospital, family planning clinic, dental clinic, pharmacy. Teacher should be sure that learners have expressed an understanding of the services that each facility provides.

4. Game.
   a) Divide the learners into groups. Group A thinks of a medical need that a refugee may face in the camp or in his/her first weeks of resettlement. One member of Group A then walks over to Group B, and says, for example, "I have a toothache. Where should I go?" Group B then discusses the need, decides which medical facility is the appropriate one, and sends the Group A person to that facility. Other examples of Group A's needs might be, for example,

      I need cough medicine for my baby. Where can I go?
      I will have a baby. Where should I go?
      I need a tooth pulled out. Where should I go?
      I broke my arm. Where can I go?
      My son has had diarrhea for a week. Where can I take him?
      I have a headache. Where can I go?
      I need birth control pills. Where can I go?
      I think I am pregnant. Where can I go?

      Teacher can add many other examples to this list. You may wish to play this game in English, if appropriate for your class. Remember, there is usually more than one correct answer to the needs of Group A. Encourage discussion, especially where there is a difference of opinion. Continue this game until every person in Group A has had a chance to present his need to Group B.

   b) Then the groups reverse roles, and play the same game. This time, Group A sends the members of Group B to the appropriate medical facilities.

5. (optional) Working in small groups, students list the differences or similarities between medical people and facilities in their home town or village, and those in camp. Each small group reports its list to the class.

6. (optional) Open-ended questions.
   a. How often should you see a doctor at the medical clinic? Should you go only when you are sick?
   b. How often should you visit the dentist?
   c. How often should you go to the family planning clinic?
   d. How often should you go to the pharmacy?
   e. How often should you go to the hospital? For what reasons?

   Encourage discussion on these questions. The more viewpoints expressed, the better.

Identifying Medical Facilities

7. (optional) Field trip.
   You may take your class to the outpatient clinic and the family planning center for a small tour. You must inform the clinic or the center the day before you wish to go. Your supervisor can also help you make arrangements.

Insert Page: 30.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand.

This material was developed for use in the presentation of the information in Lesson 13 - " Medical Services in America."

*Save the Children Federation, Experiment in International Living, and World Education

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Health and Hygiene--Lesson 2

Activity: Where to Get Medical Help

Objective: Given a medical situation, learners can either treat it or choose the appropriate medical service: includes Doctor's Office, Dentist's Office, Well-Baby Clinic, Pre-Natal (Maternity) Clinic, and Hospital Emergency Room.

Preparation: Bring telephones and some household medicines. You will need the pictures relating to the lesson. Put the pictures up in front of the class before class.

Procedures:

1. Imagine: (1) You have had severe stomach pains for 3 days. Where do you go for help in the camp? (2) You are pregnant. Where do you go for help? (3) Your teeth ache badly. Where do you go for help? (4) Your baby is very sick. Where do you go for help? (5) You have a minor burn on your hand. Do you need to go somewhere for help? Now ask: Are there many places you can go to get medical help in the camp? Do you think there are medical services in the USA? (Allow 5-10 minutes)

2. Point to the WELL-BABY CLINIC picture. Ask: What is this place for? What kind of medical service can you get here? Explain that young babies should visit a doctor every month. The baby does not have to be sick. The doctor examines the baby. He gives the baby shots. Ask: Why does he give the baby shots? Yes, the shots will protect the baby from diseases. After the baby has the shots, the baby cannot get the diseases. Before you go to the clinic, you should make an appointment. Point to the telephone number. First, to make an appointment, what would you do? The clinics are usually FREE. If you go to a private doctor you must pay. Now ask a learner to call you and make an appointment. (Allow 10 minutes)

3. Point to the Dentist's Office. Ask: What kind of medical help can you get here? What should you do before you go? Yes, make an appointment. How do you make an appointment? Ask a learner to call you, using the telephone number on the picture; and tell him/her to make an appointment. (Allow 5 minutes)

4. Point to the DOCTOR'S OFFICE picture. Ask: What kind of medical help can you get here? What should you do before you go? Remember, at a private doctor's office you must pay. Ask a learner to call you and make an appointment. Tell them that if it is an emergency, they may call and get an immediate appointment. (Allow 5 minutes)

5. Point to the PRE-NATAL (MATERNITY) CLINIC picture. Ask: What kind of medical help can you get here? Do you have to pay at the clinic? No, you do not. What should you do before you go? Ask a learner to call you and make an appointment. (Allow 5 minutes)

6. Point to the HOSPITAL EMERGENCY ROOM picture. Ask: Why would you here? It is not free. Do you think that you must make an appointment before going? That's right--you do not have to. Ask: Where else could you go in case of an emergency? Explain that at the doctor's office he/she has office hours, but the hospital Emergency Room is open all day and all night. Say, imagine: it is 2 A.M; you had a bad accident. Where can you get medical help? Do you think you could go to the doctor's office? (Allow 5 minutes)

7. Ask a learner to come up and explain one of the pictures. The learner's explanation should include what kind of medical help a person could get at the place, whether the person must make an appointment, whether it cost money. After the learner has finished, ask if another learner would like to add something. Ask if there are any questions. (Allow 10 minutes)

8. Tell the learners that they will do a role play. Choose some learners to role-play medical people, doctors and nurses. The Dentist people must stand in front of the DENTIST'S OFFICE picture. The well-baby people must stand in front of the WELL-BABY CLINIC picture. The DOCTOR'S OFFICE people in front of their appropriate picture, etc. Now choose another learner. Tell the learner that you are going to read a medical situation. If medical help is needed, the learner should make an appointment, if necessary, they should pay. If medical help is not needed, the learner should not call anyone. But the learner should explain how he/she will treat the medical problem at home. Tell them to use the appropriate household medicine on the table.

Begin. Here are some medical situations:

a. You have had a bad toothache for a week.
b. You are pregnant. It is the 4th month.
c. You have a simple burn on the arm.
d. You have a small baby. He/she has not had any shots.
e. You have a headache.
f. You have cut your foot. The cut is deep,long and bleeding.
g. You have a broken tooth.
h. You have a two-month old baby.
i. You have had a fever, headache, and upset stomach for 3 days.
j. You have fallen. You may have broken your arm. It hurts badly.
k. You are pregnant. It is the 6th month.
l. You have small cut on the leg.
m. You have a rash. It itches all the time. It has been there for 10 days. It won't go away.
n. You have a wide cut on the head. It looks very ugly.
o. You are pregnant. It is the 8th month.
p. You need an X-ray to see if you have broken your hand.
q. You have sore gums in your mouth they bleed often.

9. Explain that to help pay for medical expenses, many Americans buy Medical Insurance. To buy Medical Insurance you must pay for it. But it is not too expensive. If something serious happens and you need a lot of medical care, the Insurance Company will pay for it. Sometimes the company you work for will buy the Medical Insurance for its employees. If you are very poor, the state in which you live pays for medical help. It is called MEDICAID. The state decides which people get MEDICAID. Old people will receive MEDICAID, too. MEDICAID pays for people who are old and poor.

ASK:

a. What can you buy to help you pay for medical help?
b. Are all medical services free?
c. Is Medical Insurance free?
d. Who sometimes pays for the Medical Insurance?
e. If you are old and poor, what can you get?
f. Who pays for MEDICAID?
g. Who decides who gets MEDICAID?

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " Medical Services in America."

Objectives of the Lesson:

1. Students can compare/contrast medical settings and procedures.
2. Students can describe various payment procedures for medical needs.

UNIT 1

Objective: Students can describe the range of medical facilities in America.

A. Private doctors

1. Using private doctors is probably the most expensive source of medical treatment.
2. Procedure
   a. Call in advance for an appointment.
   b. Report to the receptionist.
   c. Wait until your name is called.
   d. At first appointment, provide your medical history form.
3. When to use your private doctor
   a. For almost all illnesses that aren't emergencies (illnesses that you can wait on).
   b. Regular check-ups.
4. What's done at a doctor's appointment
   a. First, there usually is a discussion of the symptoms.
   b. Lab tests as blood, urine, x-rays etc.
   c. Advice, prescriptions and sometimes shots.

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5. Once you have gone to a doctor for a while, it is accepted to call the doctor's office and tell them the symptons over the phone.
    a. They will then tell you if it is necessary or not to come into the office.

B. Clinics

1. Using clinics can also be very expensive without insurance or other financial assistance.
2. Clinics can provide a greater variety of services.
    a. Some provide general health care and others more specialized services.
    b. Examples are TB Clinics, prenatal or maternity clinics and dental clinics.
3. Procedure
    a. Call for an appointment
    b. Check in with the receptionist - provide your medical history.
    c. Wait until your name is called.
4. When to go
    a. For different types of check-ups as eye check-ups, gynecological checks, pediatric checks etc.
    b. For most illnesses that are not considered an emergency.
5. What's done at a clinic
    a. The same things that are done at a doctor's office - as discussion of symptons, lab tests, prescriptions etc.
    b. One difference that exists between a clinic and a doctor's office is a clinic sometimes has specialists in their organization, whereas a doctor's office usually means a general practicioner.

C. Emergency Rooms

1. Emergency rooms are usually located inside hospitals.
2. When to use an emergency room
    a. Only in a true emergency - as a sudden severe illness or a serious accident.
    b. They are not to be used for minor accidents or routine illnesses, as a low fever, minor cut or a cold.

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3. Procedure
    a. Call an ambulance if you can't get to the hospital on your own.
    b. Enter through the "Emergency Entrance" of the hospital.
    c. Provide medical history for receptionist.
    d. You will then either be given immediate care or have to wait a short time depending on severity of illness.
    e. Identification (I-94).
4. What's done
    a. Immediate treatment for the illness.
    b. Sometimes lab test, x-rays etc.
    c. Prescriptions will be given for the illness.

D. Hospital

1. Hospitals are generally very expensive; both public and private are available.

2. When to use a hospital
    a. For long term care of serious illnesses.
    b. For lab tests or other tests.
    c. Observation by a doctor.

3. Procedure
    a. Enter through the main entrance of the building (usually at doctor's referral only).
    b. Provide medical history.
    c. You will then have to wait a short time before being assigned to a room.

4. What's done in a hospital
    a. Treatment (Daily) for the particular illness.
    b. Usually seen daily by a doctor.
    c. Meals are provided.
    d. Testing (lab tests, x-rays, etc.)

5. Visiting regulations
    a. Visiting hours are restricted and adhered to by hospitals.
    b. Sometimes children are not allowed to visit patients.
    c. Large numbers of people are usually not allowed to visit one patient at the same time.
    d. Parents and relatives are usually not allowed to stay overnight if their children are in the hospital.

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Teaching Methodologies

Unit 1 Material needed:
- visuals of medical situations
- any objects found in doctor's offices for use in role plays
- appointment card handout
- blank paper and markers for students

Before the students enter the classroom, have it decorated with your medical visuals.

Give the students each a sheet of paper and ask them to draw a medical situation in Vietnam. To get them going you could ask a few questions first, whether they would have seen a nurse, doctor or herbal medicine person, would it have been in their home or the office of the medical person, and finally how they paid for the treatment (cash, credit or exchange for chickens, rice etc.)

Unit 1 (A)

After you discuss the merits of seeing a private doctor you can have the students role play the following:

1. Calling on the phone to make an appointment.
2. Either bringing in a medical history form or their first visit to the doctor or having a nurse take the student's medical history at the office.
3. A student getting an appointment card for a follow-up visit.
4. What a nurse/doctor would actually do in an appointment.
5. Calling the doctor on the phone to tell him your symptons.

Unit 1 (B)

Ask the students how many of them have used the clinic at Argyle 4. For what reason, general medical treatment or for a sympton needing a specialist care? Was it expensive? Did they also get their medicine for treatment there as well?

Discuss the reasons why people go to clinics rather than doctor's offices. (either cheaper or more specialized). Ask the students what types of clinics they think there may be in the States (get them to start thinking about how specialized our medical profession is).

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You could do a role play of one student calling a clinic for an appointment and being given a set time to come in, while another student would call a local clinic and be told just come in between 2-4 in the afternoon.

One thing you should stress, however, is that clinics are usually crowded so it is best to arrive early and leave your children home if possible.

Unit 1 (C)

Ask the students what types of medical problem require a patient to go to an emergency room. Hold up visuals of different medical ailments and ask "should this patient go to the emergency room?"

Explain to the students that if they don't have a car, the best thing to do in a medical emergency is to call an ambulance. Practice how to call an ambulance and what to say.

Unit 1 (D)

Explain to the students that unlike in some Asian countries we don't just check in to a hospital for a few days rest, it is very serious and expensive to get hospital treatment. (Do a role play on being admitted to the hospital after you finish health insurance.)

Role play how many visitors can see a patient at once (usually only two) and that they can't smoke in a patient's room. Another role play could show how a family brings in food from home which should not be eaten by the patient, who is on a special diet.

UNIT 2

Objective: Students can describe different payment procedures for medical services in America.

A. Cash

1. Some people pay for their medical services with cash.
   a. Because of the extreme costs for medical treatment in America, it is adviseable to use other means for payment.

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B. Medicaid

1. Medicaid is a system for payment of medical expenses such as doctor's fees, hospital bills and medicines.
    a. This program is funded by the federal government.
2. The amount given depends on the State of residence.
    a. It is based on one's financial need.
3. You should apply for a medicaid card soon after your arrival in the U.S.

C. Health Insurance

1. Most people protect themselves through health insurance.
2. One can purchase health insurance privately.
    a. Applicants usually undergo a medical exam. before being granted a policy.
    b. There will be a premium which must be paid monthly.
    c. The premium increases with age.
3. Health insurance provided through employment.
    a. Costs depend on the company.
        - Some premiums are fully paid by the company.
        - Some pay only a percentage of the costs.
        - Some employees pay all the costs.
    b. Some policies will cover all family members, but some won't.
    c. Pregnancy costs usually are not covered the first year.
    d. Be alert to the amount of the deductible.
    e. Some policies will cover prescriptions.
    f. Policies usually include hospitalization.
    g. Premiums will usually be deducted from one's paycheck.

Teaching Methodologies

Unit 2 Materials needed: - a large visual of a medicaid card
- some health insurance applications

Explain that their sponsors will take the students apply for a medicaid card as soon as they get to the States and that it is necessary to carry the card to an doctor's appointments or hospital visits they have.

Unit 2 (C)

Explain that in America, since few people can qualify for medicaid or medicare that they usually get some sort of health insurance either privately or from their place of employment in a group policy. Pass around the health insurance policy application for them to have a look at. Show how having a complete medical history form would aid in filling out this form for health insurance.

Now that the students are aware of medicaid and health insurance, you can go back over "admitting a patient in the hospital" role play. Make sure the nurse or clerk asks for the medicaid or health insurance policy or card number, to reinforce that the students must carry the card for any medical treatment they will get.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Medical Services in America."

Purposes: 1) To introduce learner to American medical services.
2) To help learner understand how to pay for medical services in America.

Materials: Newsprint and pens, "Dentist Office" visual.

I. Introduction

Teacher explains that medical facilities are very different in the U.S. from those in ________ and that in this lesson we'll learn about American medical facilities.

II. Activity 1: Khmer/Lao/Vietnam and refugee camp medical facilities.

A. Brainstorm a list of the medical needs of refugees. After the list is completed, ask the class which of these needs require them to seek help from a medical person or facility.

B. Give each person a piece of newsprint. Ask them to divide it into four sections.

C. Ask each learner to draw a picture or describe a person or facility where they go to find medical help in their home town or village. Next to the picture or description, in the same half of the newsprint, ask them to draw or list the medical problems the facility or person can help to treat.

E. Ask the learners to divide into groups. Ask them to look at each others papers. Ask learners to select one picture for each different source of medical help (i.e. dentist, doctor, hospital, midwife, etc.).

F. Ask each group leader to summarize the different facilities or helpers that the learners in that group drew or listed. Record all their answers on the board, placing a check by those which are repeated by subsequent groups.

G. Ask the students what things are the same and different about the services in their home country and those in the camp.

III. Activity 2: Native country/Camp/American facilities

Insert Page: 30.18

Medical Services in America

A. Introduction: Some medical facilities in the U.S. are similar to those in the refugee camp. Here is a brief description of American medical facilities.

B. Places to get medical help

1. Doctor's office
2. Emergency room
3. Medical clinic of a hospital
4. County Public Health Department

C. Payment

1. Medical care is very expensive in America.

2. Many refugees who do not have money to pay for medical bills can get help from the government. This help is called Medicaid. If you are sick you can show your Medicaid card to the medical facility and you will not have to pay much money. Sometimes you may not have to pay at all. When you get to the U.S. you can ask your sponsor what the rules are for Medicaid in your state.

3. If you have a job but your income is very low you can often get medical help at a clinic. At most clinics people pay for services according to their income. If you make $15,000/year you may have to pay $18.00 for the same visit.

4. Some people have medical insurance through their jobs. If your company provides medical insurance it may pay 80-100% of your medical costs for you and anyone in your family.

5. When your income is high enough that you no longer are qualified to receive Medicaid you may need to buy private medical insurance. Medical costs are so high in the U.S. that if you had a serious illness or accident you could be in debt for years trying to pay for it if you don't have medical insurance. A single day in the hospital can cost as much as half of your monthly rent.

D. Doctor's Office

1. A doctor's office usually has between 1 and 5 doctors who work together. Some see patients for anything that might be wrong. They are called General Practitioners. If you have a problem that requires special help, a G.P. (General Practitioner) may send you to a specialist.

2. Most private doctors don't accept patients who use a medicaid card. They usually ask you to pay in cash. It is usually less expensive to go to a clinic or hospital for medical help.

E. Emergency room

1. Hospitals have emergency rooms that are open all day and night. If you have a serious illness and cannot find a

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doctor or if you have an accident you can get help at an emergency room.

2. If you need to get to an emergency room you can call an ambulance to take you there immediately.
3. Emergency rooms are very expensive. Only go there if it is really an emergency.

F. Hospital clinics

1. Many hospitals have clinics to help people who cannot afford expensive medical care.
2. There are usually many doctors working in a hospital clinic but often you still have to wait a long time to see a doctor.
3. Hospital clinics usually charge money according to your income. They usually accept Medicaid.

G. County Public Health

1. Most counties have a public health department.
2. If you contact them you can find out what medical care you may be able to get free.

H. Health Clinics

Here are some county public health clinics that may be in your new community:

1. pre-natal or maternity clinics
2. well-baby clinics
3. dental clinics
4. TB control clinics
5. drug abuse clinics
6. VD control clinics

IV. Dental Care

A. Discussion :
Comparing U.S. and native country

1. How many students have been to a dentist in their country?
2. Why did they go?
3. Did it hurt?

B. Description : Dental care in U.S.

Good dental care is available in America. In some places

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there are public dental clinics where you can get free or cheap dental care if you have a low income. Or you may be able to go to a University or dental college where the dental care is inexpensive for everyone. Even if you have to pay for dental care it is usually cheaper to get regular checkups & preventive care than to pay a large bill when you have a more serious problem later. Always find out how much you will have to pay before you go to the dentist.

In America most dentists are very well-trained. They try not to hurt you when they take care of your teeth. Many Americans can keep their teeth all their lives, until they are quite old, by taking care of their teeth. If you brush your teeth well, use dental floss and visit the dentist once a year you probably will have healthy teeth for a long time.

C. Hand out : Give out handout " The Dentist Office "

1. Go over all vocabulary.
2. Ask what the implements are used for.
3. Explain what "dental floss" is.

D. Activity 2 :

Role Play - Include as appropriate for level

1. Waiting & filling out medical history form.
2. Talking with receptionist.
3. Having teeth cleaned ("open wide", "rinse", "spit").
4. Having teeth X-rayed (include protective vest, "don't move" or "hold still").
5. Having a tooth filled (include novocaine shot, drilling, filling).
6. Dentist instructions on how to brush, use dental floss & when to come back).
7. Note: A variation on the role play would be to act it all out silently (except directions that dentist gives patient), then ask students who were watching, "What did the dentist do first? What was happening when he did this?" (Re-enacting the dentist moving the X-ray machine into place) etc. After they answer the questions (or the teacher does), do the role-play again.
8. Then have students act out the role play themselves, using nine, in groups of 4 to include: Dentist, X-ray and tooth-cleaning technician, receptionist, patient.
9. If time allows choose a couple of groups which were doing the role-play well to act it out in front of the class.
10. Variation: One group may want to act out a funny role play of going to a bad dentist, It may be someone who had a bad experience with a dentist in his/her native country, This would be fine, especially if contrasted with going to a good dentist role-play.

V. Using Medical Facilities

A. Introduction: Many health problems are not so serious that we need to go to see a doctor. Others are so serious that we need to go immediately to an emergency room. In America you usually need to call a doctor's office for an appointment before you go. The receptionist will talk with you to find out how serious your illness is. Then, the doctor may be able to see you right away or you may have to wait several hours or days. If your illness is really an emergency you should not waste time calling the doctor but go directly to the emergency room at the hospital. On the other hand if you are sick but it is not an emergency you should not go to the emergency room because it is much more expensive than seeing a doctor.

B. Activity 3: Brainstorming as a class, learners brainstorm a list of all the possible medical problems they can think of.

C. Activity 4: Discussion. T. leads a discussion about - -

1. When/why learners would decide to treat each illness at home.
2. How they would treat each illness.
3. How they would decide if the illness were serious enough to cause the patient to see a doctor.
4. When would each illness be serious enough to necessitate using the emergency room.

VI. Health Care in the home

A. Using the thermometer.

1. Introduction: T. explains that most thermometers you can buy in the U.S. show temperatures in Fahrenheit. Since talking a temperature is so important in determining when to go to a doctor or emergency room, learners need to be familiar with thermometers in the U.S.
2. T. gives out handout
3. T. explains the range of F. temperatures and their severity:
   a. 98.6 normal
   b. 99-101 fever, watch it carefully.
   c. 101-102 more serious, if it doesn't go down soon, go to a doctor.
   d. over 102- go to a doctor.
   e. over 103- emergency.
   f. sub-normal, below 97, can also be dangerous, monitor it carefully.

4. T. explains that it is probably easier to keep the above chart in your home than to try to do conversions but for those who want to learn conversions (especially advanced students) they are as follows:

   a. Fahrenhiet $= \dfrac{9 \times \text{degrees centigrade} + 32}{5}$

   or $F = 1.8 (C) + 32$

   b. Centigrade $= \dfrac{F - 32}{1.8}$

B. Handout : "First Aid Equipment" (Optional : To be used with learners who are unfamiliar with many of those objects, usually beginners).

   1. T. explains that learners may not be able to obtain the things they traditionally have used for first aid. The objects on this handout are common things Americans buy in drug stores and keep at home to be prepared for emergency first aid. Some of the objects are for personal hygiene.

   2. T. explains objects and their uses one by one.

C. Handout: "Over the counter Drugs".

   1. T. explains that many traditional herbal medicines may not be available in the U.S. Some may be obtainable in communities with large refugee populations. If it is impossible to find traditional medicines, refugees may want to try some American medicines which do not require a doctor's prescription. If they use these new medicines it is essential that they read the labels and follow instructions. Even "over the counter" medicines can be fatal.

   2. (For beginners) T. does not give out handout, but only reads names and uses of various medicines. T. may read the instructions for a couple of medicines, emphasizing that a person who can't understand the English on the label should not use a medicine unless they have another person read and explain the directions carefully.

   3. (For advanced learners) T. gives handout to learners. T. asks several learners to read instructions. T. suggests that learners study the handout at home and bring any questions about vocabulary to class the next day.

VII. Visiting the doctor

A. Introduction: T. explains that when an illness is serious enough home treatment will not cure it and you will need to see a doctor.

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Somethings in an American visit to the doctor are quite different from in the learners native country and may be confusing or frightening, if the learner does not understand them.

B. Handout: "Standard Health Examination Record" T. gives learners the handout explaining that this is a typical form which most doctors require that you fill out before the doctor will examine you. Therefore it is important to keep all medical records that you have to refer to in filling out the form. If you can't read the form you can:

   1. Bring along an English speaking friend,or
   2. Have someone help you fill out this form in advance and take it with you each time you visit a new doctor. Then the receptionist may be able to copy the information needed. If time allows, Tr.translates the form. Otherwise T. explains that there isn't time in class to explain the form in detail, but that learners may keep the form and use a dictionary, or the help of a friend at home to complete the form.

C. Role Play

   1. Introduction: When you go to the doctor in the U.S. somethings might happen that you would not understand. To prepare you for some of these things we are going to act a visit to the doctor's office. As you watch, imagine that you are the patient. Would you understand everything that goes on? How would you feel?
   2. Role - Play (a more serious, realistic version may be used for some groups).
      a. T. is the doctor and Tr. is the patient. T. uses a language that Tr. doesn't understand (Indonesian). Tr. uses his/her own native language. An advanced student plays the part of the receptionist.
      b. Tr. enters the waiting room where the receptionist gives him a medical history form to fill out.
      c. Doctor calls Tr. to come into the office.
      d. Tr. says in native language that he/she has a stomachache and a headache.
      e. Doctor keeps speaking Indonesian. They continue to talk without understanding each other as they do the following:
         1. Doctor takes temperature with thermometer in the mouth.

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2. Patient (P) keeps taking the thermometer out.
3. Doctor (D) motions to P. to make a fist so D. can find a vein to take blood.
4. P. makes 2 fists and stands up prepared to fight.
5. D. finally explains with gestures what he expects of P.
6. D. takes blood presure.
7. D. gives P. a cup and motions that P. should go in the direction of the bathroom.
8. P. takes the cup and goes to the reception room.
9. D. follows P. and guides him to the bathroom where P. finally gets the idea.
10. P. returns and gives sample to D.
11. D. gives P. a gown (white shirt) to put on when D. leaves P. alone in the office.
12. P. doesn't understand and just waits for D to return.
13. When D. returns he shows P. that the gown is to be put on and D. goes out again.
14. When D. comes in he asks P. to sit on the table.
15. D. listens to heart and lungs and tries to show P. when P. should "breath in, breath out".
16. After examination D. gives P. a shot and a prescription for some medicine.

3. Discussion of Role Play
    a. T. discusses areas of confusion in the role play.
    b. T. asks how these things are done differently in the native country.
4. Learners do role-play optional
    a. Learners break up into groups of three and act out the same role play. Advanced students can try to do it in English.
    b. If T. notices one or two groups that are doing a good job, T. can ask those groups to perform in front of class after the time to practice is over.

VIII. Using Prescription Medicine

A. Introduction: When you go to the doctor he/she often gives you a written prescription, not the medicine itself. You then must go to a pharmacy to buy the medicine. The following is information you should know about using prescription medicine.

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1. It is illegal to buy certain drugs without a prescription.
2. It is dangerous to use other people's prescription medicine.
3. When you are using prescription medicine follow the directions exactly.
4. Finish taking all of your medicine for as long as the doctor recommends. Don't stop early even if you feel completely well.

HEALTH AND SANITATION

Health Care in the Home

Purpose: Describe common health practices in America.

A. Personal Hygiene

B. Pregnancies

  1. Pre-natal care
  2. Infant care

C. Emergency Services

  1. Ambulances/emergency rooms
  2. Doctors
  3. Sponsors

D. Use of Medicines in the Home

  1. Prescription medicines
  2. Non-prescription medicines

E. When and When Not to Call a Doctor

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 14 - "Health Care in the Home."

*Save the Children Federation, Experiment in International Living, and World Education

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Purpose: Describe common health practices in America

Preparation: Examples of toothpaste, toothbrush, dental floss; drawings may be useful for low level classes; examples of cloth diapers, pins, plastic pants, paper diapers (pampers)

Note: There is a lot of material in this lesson. Some of it may be appropriate for your students, some may not. The teacher must decide how much of what material should be presented. The teacher may want to create activities to teach some of the material.

I. Personal Cleanliness (Hygiene)

Note: Some of this material may be too simple for your students. You do not want to insult them by assuming that they do not know how to keep clean. For the more sophisticated students, you may want to treat this section more as a review. But there may be other students who are unfamiliar with this material. As the teacher you must judge.

A. Basic guidelines for personal cleanliness

1. Wash hands with soap throughout the day:
   - a. when you get up in the morning;
   - b. after a bowel movement;
   - c. before eating (drawing)

2. Bathe often:
   - a. every day in hot weather;
   - b. after hard work or strenuous activity;
   - c. frequent bathing helps prevent skin infections, dandruff, itching, rashes;
   - d. sick persons, especially sick babies should bathe frequently

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3. Brush teeth after every meal and after each time you eat sweets:
    a. use dental floss (show example)
    b. explain what a dentist is and that everyone should visit a dentist twice a year
    c. toothbrushes and toothpaste (show examples if appropriate) are available in many stores in the USA - pharmacies (drug stores and supermarkets)

B. Cleanliness in the home

1. Do not let dogs lick children or climb up on beds. Dogs spread disease (drawing)

2. If children or animals have a bowel movement near house, clean it up at once (teach children to use bathroom)

3. Many clothes, especially sheets and blankets in the sun to dry (drawing)

4. Clean house often

5. Do not spit on floor. Spit can spread disease (drawing) When you cought or sneeze, cover your mouth with your hand or a cloth (drawing)

C. Cleanliness in eating and drinking

1. Keep insects and flies off of food. They carry disease (drawing)

2. Wash all fruit well before eating it. Do not let children eat fruit without washing it first

3. Do not eat food that is old or smells bad. It may be poisonous

4. Do not eat canned food if the can is swollen or squirts when opened. Be specially careful of canned fish (drawing)

5. Refer students to the food storage lesson for proper food storage

6. Only eat meat that is well cooked. Raw pork carries dangerous diseases

D. How to protect your children's health

1. A sick child should sleep apart from children who are well (drawing)
    a. children with sores, lice, itchy skin should sleep separately;
    b. children with infectous diseases like whooping cough, measles, or common cold should sleep separately, if possible;
    c. sick people should not be near babies or small children

2. Protect your children from tuberculosis (TB)
    a. people with long-term coughing or other signs of TB should always cover mouth when coughing (drawing) Such people should not sleep in the same room as children, if possible
    b. children living with a person with TB should be vaccinated (BCG vaccine)

3. Bathe children, change their clothes, and cut their finger nails (drawing) often-germs often hide beneath long nails

4. Treat children who have infectous diseases as soon as possible to protect children who are well (drawing)

5. Follow cleanliness guidelines: teach children to follow them; parents need to explain to children the importance of keeping clean

6. Be sure children get enough good (nutritous) food. A well nourished child can often resist or fight off infections

7. Limit the amount of sugar that children consume (including soft drinks)

II. Use of Medicine (prescription/non-prescription)

A. Some medicine in the USA is strong. It requires a doctor's PRESCRIPTION. Some medicines you can buy in the store without a prescription: these are called OVER THE COUNTER drugs.

B. Some people use good medicine in the wrong way
1. They do more harm than good
2. To be helpful MEDICINE MUST ALWAYS BE USED CORRECTLY
3. There is always some danger in using medicine (especially strong medicine)
4. If medicine is used correctly, the risk in using it is overcome by the benefit from using the medicine

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C. Guidelines for using medicine

1. Use medicine only when necessary
2. Know the correct use and precautions for using the medicine
3. Be sure to use the correct dose
4. If medicine does not help, or causes problems, stop using it and see doctor
5. When in doubt ALWAYS seek the advice of your doctor
6. Only use a medicine when you are sure that it is needed and sure how to use

D. When should medicine not be taken

1. No medicine causes harm just because it is taken with food. But sometimes greasy or spicy food cause stomach problems that you may think are a result of the medicine
2. Alcohol should not be taken if using medicine (drawing)
3. Pregnant women or women who are breast feeding should avoid all medicine that is not absolutely necessary; they can take vitamin pills and iron pills however (drawing)
4. Be careful about giving new born children any medicine without a doctor's approval
5. Persons who have ulcers or heartburn should avoid taking aspirin
6. A person who has ever had any sort of allergic reaction (i.e. hives, itching, etc.) after taking penicillin, ampicillin, a sulfonamide, or other medicine should NEVER use the medicine again for the rest of his life. To do so would be life threatening. The person is ALLERGIC to this medicine
7. A person who is dehydrated or has a kidney problem should be especially careful taking medicine

III. Signs of Dangerous Illnesses

Note: A person who has one or more of the following signs should seek medical attention immediately

A. loss of large amounts of blood from anywhere in the body

B. coughing up blood

C. great difficulty in breathing

D. a person who cannot be awakened (who is in a COMA)

E. a person who is so weak he faints when he stands up

F. if a person goes more than a day without being able to urinate

G. if a person goes more than a day without being able to drink liquids

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5. avoid taking any medicine unless it is absolutely necessary
    - a. some medicine can harm the developing baby
    - b. only a doctor should allow a pregnant woman to take medicine
    - c. you may take an occasional aspirin
    - d. vitamins (iron pills) can be taken
6. do not smoke or drink during pregnancy: cigarettes and alcohol can harm the developing baby
7. a pregnant woman should stay away from children with measles-especially German measles (Rubella)
8. continue work, get good exercise, but do not do strenuous work
9. get a tetanus vaccination to prevent tetanus in the newborn baby
10. consult regularly with your doctor to prepare for delivery

Note: In America most women have their babies in hospitals. Delivery of babies in the home is rare.

VI. Infant Care

A. always follow general guidelines for cleanliness

B. feeding

1. breast milk is by far the best food for a baby
    - a. breast milk has a better balance of what the baby needs than does any other milk-whether fresh, canned, or powered
    - b. breast milk is clean: when other kinds of milk is given, it is hard to keep things clean enough to prevent the baby from getting diarrhea and other sicknesses
    - c. the temperature of the breast milk is always right
    - d. breast milk has"things"in it (antibodies) that protect baby against certain illnesses such as measles and polio
    - e. breast milk is free-all other milk costs money
    - f. bottled milk is more convenient for women who work and are away from baby
    - g. many Americans use bottled milk (and not the breast) because it is convenient. Many other American women breast feed
    - h. in America, women usually do not breast food their babies in public (i.e. in stores, on the street, on the bus)

2. Mother should give her breast to the baby as soon as baby is born
    a. for the first few days the mother's breasts usually produce little milk
    b. keep nursing baby as the baby's sucking will help produce more molk
    c. breast feed baby at least 4-6 months

3. How a mother can produce more molk
    a. drink plenty of liquids
    b. eat as well as possible, especially milk, milk products
    c. get plenty of sleep and avoid getting tired or upset
    d. nurse baby more often

4. Always keep your breasts clean
    a. before breast feeding baby, wipe your nipples with a clean, moist cloth
    b. do not use soap each time you clean your nipple as this may lead to cracking of the skin, sore nipples, and infections

C. Vaccinations (immunizations)

1. vaccines give people (especially children) protection against many dangerous diseases

2. all children should have vaccinations-many are required before the child can be enrolled in school. Your sponsor will inform you

3. there are vaccines against polio, measles, Rubella (German measles), etc.

D. Diapering baby

Note: If you want to have the students practice using diapers, then you'll need to bring cloth diapers, pins, plastic pants, etc. with you along with the plastic dolls

1. ask your students what small babies in ______ do about toilet needs

2. explain that in the USA the accepted practice is for all babies to wear DIAPERS, shoes, and clothing. Some possible reasons why babies in USA wear diapers, shoes, and clothing:
    a) personal cleanliness;
    b) convenience;
    c) protect feet;
    d) protection from the heat and cold;
    e) some Americans do not like nudity

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3. Ask the students what is the custom for bathing babies in__________. Explain that good health care for babies involves bathing the baby everyday.

4. talk about the diaper. What is it? What is its purpose? Explain why Americans use diapers (i.e. they don't like naked babies in public)

5. there are two general types of diapers. 1. paper used with plastic pants and, paper ones (pampers). There are advantages and disadvantages for both:

	advantages	disadvantages
cloth	1. cheap to use 2. can be re-used	1. must be washed
paper	1. convenient (no washing)	1. more expensive than cloth 2. cannot be re-used

6. have students practice using diapers on the plastic doll

7. it is important that students know how to dispose of diapers correctly paper diapers (i.e. pampers) should never be put down toilet. This will clog the pipes. Cloth diapers should be washed

Note: You may want to refer to World Educations's lessons: Health and Hygiene and Common Household Medicines for additional ideas.

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CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 14 - " Health Care in the Home."

*Save the Children Federation, Experiment in International Living, and World Education

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Health and Hygiene--Lesson 1

Activity: Keeping a Healthy Environment

Objective: Learners can keep a healthful and clean living environment in an American home.

Preparation: Bring broom, cleansing powder, bottle of chlorox, box of detergent, liquid dish detergent, and plates and utensils (forks, knives, and spoons). Bring STOP and GO signs for each group. You will need newsprint and felt pens.
Bring any pictures relating to the lesson.

Procedures:

1. Show a broom. Ask: What is this? What do we do with it? Ask a learner to come up and sweep a portion of the room. Ask: In what other ways do we keep a house clean? Why should we clean a house? What would happen if we did not clean it? In America, if you rent an apartment who is responsible to clean the apartment? (Allow 10-15 minutes)

2. Divide the learners into 4 groups. Give each group a newsprint and felt pen. Assign each group a subject about healthy practices at home in the USA. To one group you assign: "Garbage and Waste Disposal". To another group you assign: "Storing Food". To another group you assign: "Eliminating Bodily Wastes and Toilet Facilities". To the last group you assign: "General Household Cleanliness (Rooms/Clothes)". Ask each group to discuss their subject. Ask them to draw pictures or make a list of what they should do to keep a clean environment. (Allow 10-15 minutes)

3. Ask each group to report. Ask them to show and explain their pictures or list. Make sure they explain why they should do what they show. After each group has finished their presentation, ask if other learners would like to add something. (Allow 15-20 minutes)

4. Show some plates and utensils. Ask: What are these? How do we keep them clean at camp? Explain that in America, you will have hot and cold water. Ask: In which kind of water do Americans wash the plates and utensils? Why? Do they also use soap? Why? Explain that after they wash them with hot, soapy water, they rinse them in cold, clear water. Why? Then, they dry them with a clean cloth. Ask: What will you do with the cloth after you have dried the plates and utensils? Where are the plates and utensils stored? Now show a bottle of cleansing powder. Explain that we clean the sink and stove with cleansing powder. Where do we store the cleansing powder? Ask: What should we do with the table after we have finished eating? (Allow 10 minutes)

5. Set up a kitchen, table, sink, and stove. Put out the plates and utensils, dish detergent, and cloth. Place a broom there. .Say: Imagine, you have just eaten. Ask a couple of learners to role-play cleaning up. Tell them that they must explain each step of waht they are doing. Do this activity a few times. (Allow 10 minutes)

6. Explain briefly that Americans not only sweep the floors, but they wash them. They may sweep the floors everyday, wash them everyweek. To clean carpets, Americans use a machine. It runs by electricity. Show a picture. Ask: How do we clean the floors? How often? How do we clean the carpets. (Allow 5 minutes)

7. Give each group a STOP and GO signs. Tell them that you are going to read a situation. If the situation is a healthy or clean activity, they should hold up a GO sign. If the situation describes an unhealty or unclean activity, they should hold up a STOP sign. Ask them to explain their responses. Here are some situations.

   a. You wash dirty dishes in hot water.
   b. You leave the meat and vegetables beside the sink all night.
   c. You wash the utensils in cold water.
   d. You do not wash the table.
   e. The floor is dirty. You say you will sweep it next week.
   f. You store the left-overs in the refrigerator.
   g. You throw the garbage out the window.
   h. You put the cleansing powder out of the reach of children.
   i. You do not rinse the plates and utensils after washing them with soap.
   j. You clean the sink and stove with cleansing powder.
   k. You put some trash in a bag.
   l. Before you eat the fruit you wash it with cleansing powder.
   m. You will clean the bathroom every two weeks.
   n. An egg breaks and spills in the refrigerator. You will wash it tomorrow.

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CULTURAL ORIENTATION CURRICULUM

ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand.

This material was developed for use in the presentation of the information in Lesson 14 – " Health Care in the Home."

*Save the Children Federation, Experiment in International Living, and World Education

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Health and Safety--Lesson 2

Activity: Common Household Medicines

Objective: Given samples of household medicines, learners can identify (choose) appropriate medication when sympton is role-played.

Preparation: You will need a variety of common household medicines. Bring newsprint and felt pens. One of the acitvities will require blue and red felt pens.

Procedures:

1. Divide the learners into groups. Give each group newsprint and felt pens.

2. Ask each group to brainstorm (list or draw pictures) of common ailments (sickness, pains, and minor injuries) that they may experience in their village and/or camp. (Allow 10 minutes)

3. Ask each group to name one of the ailments that they have listed. If they drew a picture, ask them to show it. Write what they say on a big sheet of newsprint in the front of the room or on the balck board. Ask others to tell how the ailment is treated and what medicines could be used to treat it. Continue in this way, asking another group to give one of the ailments they listed or drew; then ask another , group and another; then back to the first group again. (Allow 15 minutes)

4. Now you should have a good list of a variety of common sicknesses, pains, and minor injuries experienced by the learners. Ask:

   a. Which one of these would Americans in the USA experience?
   b. Which ones would they probably not experience?
   c. Do you think that you will suffer the same illnesses in the USA as the ones you suffer here? Why? Why not?
   d. Would Americans use the same medicines to treat the ailments you and Americans would commonly experience?

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e. Point to the table full of household medicines; ask: What are these? (Allow 10 minutes)

5. Ask one of the learners to come to the table where the household medicines are. Name one of the ailments common to both Americans and learners. Ask the learner to choose one or more of the medicines used by Americans to cure or treat the ailment you named. Tell the learner to place the medicine on another table. Ask if another learner would like to change or do it. Repeat this activity with other learners choosing different ailments on the list common to Americans and learners. Ask the learners if it is possible to use the same medicine for different ailments. Ask: Which ones? (Allow 15 minutes)

6. Ask a cooperative learner to come up. Ask him/her if you may mark with a red felt pen a small mark on his/her hand. Tell the learners that the mark will represent a cut. Ask another to treat the injury. Ask him to explain each step and why. Do this with a few learners. Then ask another learner if you may put a blue mark on his/her hand. This mark will represent a minor burn. Ask others to come up and treat it. (Allow 10 minutes)

7. Select a few ailments for one group, a few for another group, etc. Ask each group to think of a role play. They must role-play the symptoms of the ailment. (Allow 5-10 minutes)

8. Ask each group to act out their role play. Ask others to come up, choose the correct medicine, and treat the symptoms role-played.

9. Lead a discussion on the similarities and differences of the medicines the learners use and the medicines Americans use. After, you may ask where the medicines are stored in an Americans use. After, you may ask where the medicines are stored in an American home, where one can buy them, and what is the difference between the common medicines and prescription medicine.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Health Care in the Home."

OBJECTIVES OF THE LESSON

1. Students can describe some common health practices used in an American home.
2. Students can demonstrate proper use of medicine in America.

UNIT 1

Objective: Students can demonstrate knowledge of some common practices used in America for pre-natal care.

A. In all cases of pregnancy, a woman should be seen by a doctor.
   1. This is to insure that both she and her baby will be healthy.
   2. Many tests will be performed by the doctor, as a pelvic exam, a pap smear and a breast examination.
   3. Make sure a female nurse is present for all tests.

B. It is important that a pregnant woman eats well for her health and the health of her baby.
   1. A woman should get proper nutrients from the food she eats.
      a. Meat, fish, rice, fruits and vegetables are needed to insure this.
   2. Some doctors will ask you to take vitamins as a daily food supplement.

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C. It is best not to take any pills or medicines while one is pregnant unless the doctor tells you to.
   1. Some medicines can be harmful to the growing baby.

D. It is best not to smoke or drink (alcoholic) during pregnancy.
   1. If either of these are done in excess, they can be harmful to the baby.

E. Most women in America have their babies in a hospital.
   1. Facilities for having babies are best at hospitals.
   2. Your doctor will generally arrange for your stay at a hospital.

UNIT 2

Objective: Students can demonstrate knowledge of some common practices for infant/child care in America.

A. Infants.
   1. Recommended procedures for weaning an infant.
      a. Breastfeeding is considered the best and easiest way to feed a baby.
         1. It is best to continue breastfeeding from 4-6 months.
      b. After 6 months, you can start the baby on rice, cereal, orange juice, squashed bananas and yolk of eggs.
   2. Nursing a child in public is usually not considered acceptable in America.
      a. Americans will usually take a bottle with them to feed the baby when they're out in public.
   3. It is important for infants to see a doctor regularly so the diet can be supplemented with vitamins.

B. Child care.
   1. All small children in the U.S. are toilet trained between the ages of 1-3.

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  a. If a child is too young to use a toilet, they should wear diapers with plastic pants.
  b. There are two types of diapers - reusable cloth diapers and pampers.
    1. The cloth ones are less expensive as they can be reused.
2. Children should never be allowed to go to the bathroom in public, as in the street, in a park, etc.
  a. There are public toilets which can be used.
3. Children should not go outside without pants on.
  a. It is not considered polite in American society.
4. All children should visit a doctor for a yearly check-up.
5. All children must receive immunizations for childhood diseases.
  a. Before they are permitted to attend school, they must get certain immunizations.

UNIT 3

Objective: Students can describe different ways to handle medical emergencies.

A. Medical emergencies - those which require immediate medical treatment.
  1. Examples are sudden illnesses as an extremely high fever or a heart attack.
  2. Others would be as a result of a serious accident - a broken leg etc.
B. If you have a medical emergency, you should go to an emergency room of a hospital.
  1. When you obtain a permanent residence, you should find out where the nearest emergency room is located.
  2. Also write down the phone number and keep it in a place which is easily accessible.
  3. If you have no transportation to the hospital, you should call an ambulance to take you there.

   a. In most places, the police or fire department can help you get an ambulance.

   b. Your sponsor can also assist you in getting transportation - whether it is an ambulance or their own car.

   c. Ask your sponsor for the phone number of the nearest ambulance service and keep it near the phone.

C. If you or your family have a medical emergency, you should contact a friend who is bilingual to accompany you to the hospital.

   1. Most hospitals will not have anyone who is bilingual (English/Vietnamese) so it is best to bring someone with you.

UNIT 4

Objective: Students can describe proper use of prescription/ non-prescription medicines in America.

A. Prescription medicines.

   1. These are only available through a doctor.

      a. They are usually stronger than over-the-counter medicines.

      b. Use of prescriptions is usually for serious medical conditions.

   2. Procedure.

      a. Upon receipt of a prescription, take it to a drug store or hospital dispensary.

      b. A pharmacist there will provide the necessary medicine.

      c. Prescriptions can usually be paid for by health insurance or medicaid.

   3. Prescriptions come in a variety of forms.

      a. Pills.

      b. Capsule.

      c. Syrup.

      d. Cream.

      e. Drops.

4. All prescriptions will have a label noting the following:
    a. Patient's name.
    b. Name of medicine.
    c. Appropriate dosage.
    d. Refill date.

B. Non-prescription medicines (Over-the-counter medicines)
1. Drug stores in America are large with a large variety of products.
    a. There are various types of medicines.
    b. Also are other products as cosmetics, newpapers, candy, etc.
2. Non-prescription medicines can be used to treat minor illness or accidents.
    a. Examples are cough syrup for a cough, aspirin for a headache, antiseptic cream for a minor cut or scratch.
    b. These medicines are usually less potent than prescription medicine but can be harmful if not used properly.
    c. There are also many different brands of the same medicine - some are more expensive.
        1. It's difficult to say if any one brand is better than another.

C. Safety rules for using medicine.
1. Always follow the directions VERY CAREFULLY.
    a. Always pay attention to the dosage and how often it is to be taken.
2. In case of an accidental overdose, contact a physician immediately.
3. Keep all medicines out of the reach of children.

TEACHING METHODOLOGY

UNIT 4

* Materials needed: One large prescription poster.
The prescription label handout.

Practice reading the prescription labels but starting with a large poster sized label and then refer to the prescription handouts in the student's workbook.

* Materials needed: Visuals of medicine.
Empty bottles of medicines.
Herbal medicines.

Discuss the different types of medicine; herbal, prescription and "Over-the-counter".

First start with the known, i.e. herbal medicine. Ask the students to tell you something about herbal medicine.

1. How do you buy it, do you need a prescription from a doctor or can you buy it yourself?
2. Is there a prescribed amount to take or do you just take however much you need?
3. Can you give it to another person or child or is it just prepared for you?
4. In what form is it prepared - pills, capsules or syrup?
5. Can you take the medicine for another illness?

* Materials needed: Visuals of medicine.
Empty bottles of medicine, spoons, glasses of water, candy that looks like medicine.

Set up three stations in the classroom.

1. Doctor's office.
2. Drug store.
3. Home.

The students will go through a circuit. First he will go to the doctor's office and get a prescription. Then he should go to the drug store and give his prescription in to be filled. Finally he should go home where there will be a clock. The student should take his medicine according to his prescription on the bottle. For example, if the prescription says 4 times a day then move the clock to show when the student should take the medicine over the course of a day. Pay attention to properly measuring the medicine if it says 1 teaspoon that means a teaspoon not a tablespoon.

* Materials needed: Visuals of over-the-counter drugs, tubes of cream medicine, bottle of cough syrup.

Directions: Explain to the students that although over-the-counter-drugs are not as strong as prescription drugs, still there are a lot of precaution which must be followed.

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1. Take a tube of cream medicine that is for external use only. Ask a student to come up and take the medicine. Ask the class can it be taken orally?
2. Take a bottle of cole syrup. Ask the students if they should take the same dosage as their children. Then explain that the dosage is usually based on age or weight.
3. Ask a student to come up to the desk with the medicine. Ask him which medicine could be given to an infant under the age of 2.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand. This material was developed for use in the presentation of the information in the lesson " Health Care in the Home ."

A. Introduction

Questions

1. When you feel sick, do you always go to see a doctor?
2. How sick do you have to feel before you go to see a doctor? Very sick? Only a little sick?
3. What kinds of sickness/illness cause you to go to see a doctor?
4. What kinds of sickness/illness do you treat at home?

People in the United States are like people everywhere--some are very healthy, some are sick all the time, and some think they are sick all the time. Doctors in the United States like the third group of people bast because the doctors make a lot of money for doing little work. Doctors are very expenisve in the United States now, so most people, especially those who do not earn much money, do not go to see them unless it is absolutely necessary.

Many years ago, doctors often visited the homes of sick people in order to treat them. But this is no longer true, except in small towns. In small towns, doctors still make house calls (= go to see the sick person at his own home), but very seldom do they do so in larger cities. In larger cities, people usually must go to visit the doctor at his office.

Thus, health care in the home in the United States is important because of the expensiveness and inconvenience of going to see a doctor.

Questions

1. Do people in the United States go to see a doctor whenever they are sick?

2. Do doctors in the United States visit the homes of sick people to treat them?

3. Are doctors' services cheap or expensive in the United States?

4. What are two reasons for not going to see a doctor in the United States?

B. Personal Hygiene

Not very many years ago, most people in the United States took a bath only once a week--usually on Saturday night. During the week they would simply wash themselves a little. They did not worry very much about the way they smelled. Also, they seldom, if ever, brushed their teeth. They did not worry about how their mouths smelled. Nor did they worry about the care of their teeth. Now, everything related to one's own body is quite different.

Because more and more people in the United States have gone to school, they have learned that taking care of one's body is important in preventing sickness of many kinds. In most schools, health courses are taught for at least six years (that is, in elementary school), and health and physical education courses are taught for another six years (that is, in junior and senior high school). Although required courses in elementary and junior and senior high school vary from state to state, probably every state requires health courses. In these courses, people in the United States have learn that keeping the body clean will help prevent many diseases. Thus; it is recommended that they take a bath or shower everyday. There are people who do not take a bath or shower everyday, but such people are probably in the minority.

Likewise, people in the United States have learned in school what brushing the teeth everyday--usually at least three times a day is recommended--will hope in the prevention of tooth and gum problems. If the teeth are kept clean, there is less chance that they will decay. Also, there is less chance that the person will have problems with his gums.

Another factor in personal hygiene that has become very important is "Madison Avenue"--a street in New York City where there are many advertising agencies and whose name has become synonymous with advertising. People are told--by television, radio, newspapers, and magazines--that they should not smell bad because they will offend other people. Thus, there are many varieties of deodorants, mouth washes, female deodorants, etc., on sale in the United States. In general, though, these products are not necessary if a person keeps himself clean by bathing and brushing his teeth regularly.

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Questions

1. What is the first step in health care in the home?
2. How many times a day should a person take a bath in the United States?
3. How many times a day should a person brush his teeth?
4. What are the two places in the United States from which people learn about personal hygiene?
5. Which place is more believable?

C. Use of medicines in the home.

Questions

1. When you want to buy medicines, where do you go?
2. In Laos (Cambodia, etc.) how many kinds of drugstores (=pharmacies) were there?
3. Could you buy all kinds of medicines in a drugstore there?
4. Could the druggist sell you every kind of medicine? Even without having an order from a doctor?

In the United States, there are two kinds of medicine: prescription medicine and non-prescription (=patent) medicine. Prescription medicine is the kind that can be sold only if a doctor writes an order. Such medicines are usually dangerous if they are not used properly. That is why a doctor must write an order--called a prescription--before anyone can buy them. There are, however, many kinds of medicine that can be bought without the written order of a doctor. There are called non-prescription--or patent--medicines. In general, non-prescription medicines are not very good, except for a few kinds. These medicines are also advertised a lot, so that many people think that they are better then they really are.

Prescription medicines are used to treat certain specific diseases or illnesses. Usually they are put into special bags or bottles by the druggist. Such medicines may be taken on the plane when a person goes to the United States because the labels indicate that they were ordered by a doctor for a certain illness or disease.

Non-prescription medicines are a different matter. It is possible that some of them may not be allowed on the plane when the person goes to the United States because there is no definite reason for taking them. Although most non-prescription medicines are probably useless, certain ones are fairly or very effective for some things. For example, such things as aspirin or APC are fairly good for treating minor aches and pains. Such things as iodine are very good for preventing infections in cuts, etc. However, such medicines need not be taken on the plane because the plane will probably have a supply of them for the passengers to use.

Questions

1. What are the two kinds of medicine in the United States?
2. What are prescription medicines?
3. What are patent medicines?
4. Which are probably more effective--prescription or non-prescription medicines? Why?
5. Which kind of medicine is always allowed on an airplane?
6. Give two examples of non-prescription medicine that are often effective.
7. Can you believe everything that is said about medicines that are advertised on television, in newspapers, etc.?

D. When and when not to call a doctor

Questions

1. When you felt very sick in Laos (Cambodia, etc.), what did you do--call a doctor or go to a hospital?
2. Was it usual in Laos (Cambodia, etc.) to call a doctor?
3. Did you ever call a doctor by telephone for anything? What for?
4. When did you go to the hospital in Laos (Cambodia, etc.)--for things such as a cold or for more serious things?
5. If a child fell and broke his arm in Laos (Cambodia, etc.), what did you do?

One Saturday night in the United States, the mother of one of the supervisors tripped on a rug and fell. She was fairly old--73-- and her bones were quite brittle. She could not get up alone. Then the supervisor and his friends helped her, she felt great pain. The supervisor immediately called the doctor. He did not come to the house, but he did ask several questions. He sent an ambulance--from the fire department--to take her to a hospital. At the hospital, it was determined that she had broken her hip.

What things does this little story show? First, it shows that many, perhaps most, doctors do not go to the house of sick people. Second, it shows that there are services available--other than doctors--to help sick people. Third, it shows that people other than doctors can help sick people in some cases.

In general, people in the United States (other than very rich people or people who think they are sick all the time) very seldom call a doctor. In fact, except in emergencies (as explained in the next section), most people in the United States almost never call a doctor now. This is quite different from not so many years ago. Several years ago, if a child in a family seemed to have a fever, the parents immediately called a doctor. At that time, doctors went to houses of sick people. But not anymore, except in small towns. The newly-arrived person--depending on where he lives, of course--should call a doctor only in very serious cases or in emergencies.

Questions

1. What would you do in the following situations in the United States
    a. Your child has a very high fever.
    b. Your child has a very bad pain in the stomach.
    c. Your child has a slight cold.
    d. Your child has a headache.
    e. Your child vomits every time he eats or drinks something.
2. In general, when should you call a doctor in the United States?
3. Do all doctors in the United States refuse to make house calls? Which ones make house calls?
4. If you want to be sure about whether or not a doctor makes house calls, what should you do?

E. Emergency services

Questions

1. In Laos (Cambodia, etc.) were only doctors responsible for sick people? Or were there other agencies that could help? What about here in camp?
2. Was it usual for policemen or firemen to help in emergencies in Laos (Cambodia, etc.)?

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3. What kinds of emergencies did they help with?

4. Did you ever call a policeman or a fireman in an emergency? What about your friends? What was the emergency?

In the preceding section, only doctors were discussed. It was suggested that people in the United States call doctors only in cases of severe illness or emergencies. However, there are several other things that a person might do in emergencies.

Policemen and firemen have certain specific duties: policemen enforce the law; firemen fight fires. But in most places--except perhaps very small towns--both these agencies usually have emergency services. (It is very important that the telephone numbers for these emergency services be kept close to the telephone where they can be easily seen.) In both agencies, there are men who have been trained to a certain extent to give medical help. In larger cities, the cars and trucks these men use are often directly connected by telephone to hospitals so that doctors in the hospitals can give them instructions about what to do until they get the sick person to the hospital. But these agencies handle things other than very serious emergencies, too. There have been many stories about policemen helping women have babies because they could not get to the hospital on time. There have also been many stories of firemen helping get cats down from trees. The main thing to remember is that both these agencies are there to help people. The newly-arrived person should have the confidence to call them whenever necessary.

Hospitals and ambulance services are other places to get help in emergencies. Hospitals have rooms called emergency rooms that are equipped to take care of emergency situations of every kind quite quickly. Ambulances are available not only at hospitals but also at many private companies. In both cases, at least one of the people that comes with an ambulance will be able to give some kind of medical help until the person can reach the hospital. Again, telephone numbers of the nearest hospital and ambulance service should be kept clearly visible near the telephone.

Finally, the sponsor may be of help in an emergency situation, depending on the sponsor. If nothing else, the sponsor can help the newly-arrived person find the telephone numbers that he should have near the telephone. But it is probably a good idea not to bother the sponsor too much. In that way, he will probably be willing to help in the case of real emergencies.

Questions

1. Name three places other than a doctor or the sponsor where a person in the United States can get help in emergencies.

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2. Which agencies discussed in this section give only medical help in emergencies?

3. Which agencies give help in all kinds of situations, not only medical?

F. Pregnancies

Questions

1. When women are pregnant in Laos (Cambodia, etc.), do they see a doctor regularly? How often?

2. Do women continue working when they are pregnant? Until how long before the baby is born?

3. How soon after the birth of a baby do women start working again?

4. Are new-born badies taken to see a doctor regularly? How often?

5. Does the doctor give a new-born baby any medicine to make him strong and healthy? Until when?

Pregnancy used to be a very serious affair in the United States. For example, teachers had to stop teaching as soon as it was noticeable that they were pregnant. Women used to stop working sometimes for up to a year when they had a baby. Things have changed now, and two aspects of having a baby have become more and more important: child care before and after birth.

Very often when a woman in the United States thinks she is pregnant, she immediately sees a doctor. If she is pregnant, the doctor will have her visit him regularly to be sure that nothing goes wrong. He may give her special medicines to help her stay strong and healthy. He may also give her a diet to follow if she gains too much weight. Not so long ago, women who were pregnant did not take so much care of themselves during the period before the birth of the baby. Now, many women consider pre-natal care very important.

Likewise, the period after birth has become quite important. Now there are many medicines to help prevent children's diseases. The doctor usually starts giving the baby injections soon after birth so that he will not catch these diseases, some of which are very dangerous and can cause death. The doctor usually sees a new-born baby regularly for at least six months after he is born. Also, there are many special foods available for babies so that they will become strong and healthy.

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Health Care in the Home

Questions

1. Compared with the fairly recent past, has pregnancy in the United States become a more serious or a less serious affair?

2. What two things about pregnancy have become more important than in the past?

3. Is the pre-natal period the same or different in Laos (Cambodia, etc.) and the United States? If different, how are they different?

4. In the post-natal care of a child, is the situation the same or different in Laos (Cambodia, etc.) and the United States? If different, how are they different?

HEALTH AND SANITATION

Maintaining Good Health

Purpose: Present strategies for maintaining good health.

A. Preventive Medicine

   1. Getting physical check-ups
   2. Eating well and getting exercise

B. Emotional Well-Being

   1. Recognizing the effects of stress on health
   2. Considering traditional support systems
   3. Using community support services (such as counseling services, MAA's)

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Maintaining Good Health."

OBJECTIVE:

1. Students can compare/contrast ways to maintain good health.
2. Students can identify signs of stress and identify sources of support.

UNIT 1

Objective: Students can identify methods of practicing preventative medicine.

A. Physical check-ups.
   1. One of the most important ways to prevent becoming ill is by having regular physical examinations by a doctor.

      --A regular check-up might be as often as once a year.

B. Good nutrition is essential for good health. Eating good food helps your body stay strong and fight off infections.
   1. Your daily diet should include some form of protein.

      --Examples of high protein foods are eggs, meat, fish, poultry, and nuts.
   2. Your daily diet should also include vegetables, fruits, cereals (bread) and dairy products.
      a. Vegetables should not be overcooked. Boiling vegetables destroys many of the valuable nutritients. One way to cook vegetables is to steam them, this preserves many of the nutritients.
      b. All fresh fruits and vegetables should be washed under running water before eating.
      c. Meats need to be cooked well. Meats also need to be stored cold in the refrigerator to keep them fresh.

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Insert Page: 32.2

Maintaining Good Health

3. Junk foods have no nutritional value and should be avoided.

C. Getting regular exercise is as important for maintaining good health as is good nutrition. In order for exercise to have a positive effect on your health, it needs to be regular.

1. Any number of sports can be thought as regular exercise. For example: running, swimming, racquet ball, basket ball or walking.
2. Regardless of the exercise, it is best to engage in them regularly--3-4 times a week.
3. For people over the age of 35 who have not been exercising regularly it is wise to begin any new exercise program slowly and gradually. It is usually recommended to have a complete physical examination before starting any new rigorous exercise program.

TEACHING METHODOLOGIES

1. Ask the students "What do you do to prevent yourself from getting sick?"

   Elicit students responses and fill in the gaps. The list should include:

   a. Physical check-up by doctor.

   b. Eat well.

   c. Get regular exercise.

   d. Sleep enough and regularly.
2. Use small groups. Give each group the same question, "What foods should you eat regularly to stay healthy?"
   - Provide pictures for the group leaders to show as they speak to the class.
   - Elicit details from one group and additions or differences from other groups.
3. Ask students how to prepare and cook --vegetables, fruits and meats.
4. "Junk foods"--Show pictures of various foods including some "junk food". Have the students choose foods with nutritional value. They should not choose junk food. Explain concept of "Junk" food.

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5. Ask students for examples of exercises and sports they like. Ask how often people should exercise (3-4 times/week).

6. Ask what precautions people over the age of 35 should take before exercising.

UNIT 2 - Emotional Well-Being.

Objective: Students can recognize the relationship between stress and their health. Students can identify signs of culture shock and sources of support.

A. Overwork, lack of sleep, family and personal problems are some examples of factors that can contribute to stress.

   1. In order to maintain good mental health, your physical health must be strong.

      a. Fatigue, poor nutrition and a lack of exercise all contribute to how we feel about ourselves.

      b. Excessive use of alcohol, coffee, drugs and tobacco are not healthy ways to relax.

   2. Making time for relaxing activities is very important. Activities which help relieve tension and reduce stress are the best.

      --Different people find different activities relaxing. For some people vigorous exercise is relaxing. For others, spending time quietly with family or friends helps them relax.

   3. Many refugees experience "culture shock", after resettling in America.

      Culture shock is an emotional reaction most people have when they begin to live in a culture different from their own.

      a. The loss of familiar things and people, and a lack of support for, or acceptance of, your basic values are elements of culture shock.

      b. Many people become homesick, withdrawn, depressed, frustrated and sometimes angry or bored.

      c. Culture shock is a very common and normal reaction to beginning a new life in a new country.

      NOTE: (Please see Appendix 5 "Cultural Shock: What is it? Why should you know about it?" from CAL Book, "Health and Sanitation").

      d. Adjustment to a new culture can sometimes be difficult, stressful, and painful.

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4. Customary ways of coping with stress and problems may not be available, or successful in America.

   --Role changes in refugee families probably create the greatest amount of stress and disruption in the traditional support system.

5. Some kinds of support that can be helpful include:

   a. Making friends with other refugees who may be able to give advice on practical matters.

   b. Joining or participating in a M.A.A. where guidance is available and where there are opportunities to be active and helpful to others.

   c. Learning English and making friends with Americans in order to learn as much about the new culture as possible.

   d. Establishing ties in the new community with your own religious organization. Or, if one is not available, attempting to get together with other refugees who share your faith.

   e. Planning and attending social or religious activities on important holidays.

   f. Consulting refugee resettlement counselors.

6. Refugees who seem to have the most difficult time are those who expect too much, too soon after arrival. Often feeling disappointed, angry, cheated and sad because their sponsor does not help as much as they thought, or their job does not pay as much as they expected. Usually things get better with hard work, patience and time.

   --Learning to develop realistic expectations now is a good way to help prepare for resettlement.

TEACHING METHODOLOGIES

1. Ask your students either as a class discussion or in small groups.

   a. What do you do to relax?

   b. What things in your life cause stress?

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2. Introduce the concept of culture shock by asking the following question:

   Can you anticipate things in your new life in America that can cause stress or anxiety?

   Cue students with pictures.

   Some examples of stress students might face in the U.S.

   --Loss of family and friends.

   --Unfamiliar environment.

   --New and confusing customs.

   --Changing roles of family members (husband/wife, parent/children, young/old).

   --Lack of acceptance of traditional values and customs.

3. Discuss common reactions to these changes that students might expect such as homesickness, withdrawal, depression, frustration, anger, boredom.

   Use pantomime or mini-dramas to demonstrate these reactions.

4. Ask the students in small groups:

   What can you do to help yourself when you feel this way in the U.S.?

   See Lesson Plan - Unit 2 #5 for list of ways to cope with culture shock.

5. Introduce the term "realistic expectations". Give some examples and ask your students to talk about what they think might be realistic expectations. See Lesson Plan - Unit 2 #6 for examples.

HEALTH AND SANITATION

Family Planning

Purpose: Introduce the student to the issues of family planning.

A. Attitudes Toward Family Size

1. Financial concerns
2. Working parents
3. Expectations of children relating to family support

B. Choices for Family Planning

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 36 - " Family Planning ."

*Save the Children Federation, Experiment in International Living, and World Education

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FAMILY PLANNING

Purpose: To introduce learners to family planning

Length of time: 1½ hours

Materials: Assorted samples of family planning devices (i.e. IUDs, condums, pills), assorted posters and illustrations

Procedure:

I. Introduction

1. The CO teacher will introduce the guest speaker (teacher) to the class. Teacher holds up a POSTER of a man and a woman thinking about how large a family they want. Teacher asks class what is happening in the picture. What are the two people doing? Be sure that all learners understand what is happening in the picture. After a number of the learners have responded, the teacher can summarize by saying, "The man and woman are deciding how many children to have. When parents CHOOSE the size of their family they are practicing family planning."

2. Ask the class if anyone has ever heard of "family planning". What is it? What do the learners know? Identify learners who want to talk about it. It is important as a teacher to ACCEPT ALL IDEAS. If the learners realize that you are accepting of their ideas, they will be more willing to express themselves.

   Try and get 3 or 4 people to talk

3. Tell the class, in summary, that FAMILY PLANNING IS HAVING THE NUMBER OF CHILDREN WHEN YOU WANT THEM.

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II. Attitudes

4. Ask the question. "Is family planning a good idea?" Why? Why not? During the discussion of this question the teacher needs to appear neutral. The teacher should allow ALL points of view to be expressed. Some possible responses that might come from the class for this question might be: "It's a sin to practice" or "practicing it is important for the health and well-being of families and communities," There might be a variety of opinion on this subject.

   The important thing here to remember is to accept all ideas. Explain to them that when we're talking about such a question no one is right and no one is wrong. It's just a matter of opinion.

5. Explain that another name for family planning is "birth control" Have the learners ever heard of it?

   Explain that in America many people practice birth control and so it is important for the learners to understand what it is.
   Make sure the learners understand at this point that family planning is a personal choice in America. It is not required in any way. No one will force them to practice birth control if they don't want to.

6. Ask the question "Is birth control safe?"
   Find out first what the learners think. What have they heard?
   Acknowledge for the learners that the safety questions are much discussed.
   Acknowledge that some methods have some risks.
   Tell them that we will be talking about some of the methods (and their risks) a little later in the session.

   The important thing for the learners to remember is that birth control is safer than pregnancy especially after a woman has had many children.

   Explain that the risk of serious illness or death resulting from pregnancy is many times greater than the risk of taking/using available forms of birth control.

7. Again repeat that the important thing to remember is that when we talk about family planning-THERE IS ALWAYS A CHOICE.
   Repeat: Family planning is having the number of children when you want them.

8. Ask learners to talk about the size of their families. Are they large families or small families?
Ask why do you have large families?
Let the learners explain in their own words. Some possible reasons:

   a. Children can work for the family income
   b. Some children die when they are young
   c. Having a lot of children will mean that there will be some in the future to look after their parents when they are old

   Ask those with small families why they have small families. (Be prepared for some of the learners explaining that they lost some of their family as a result of the war.)

   Some other reasons why some people want to limit the size of their family. Get the learners to explain to you their ideas. Some of the possible reasons you may hear:

   a. Some young parents may want to delay having children until they have worked and saved enough money to afford to care for their children
   b. Some parents may decide that a small number of children is enough and they never want any more
   c. Some may want to space their children several years a part so that both the children and their mother will be healthier.

9. Ask, "What about in America? Do Americans like large families or small families?" What have the learners heard about this question? After a few learners have responded to this question, or if the learners do not know the answer, explain that some Americans like large families, but most Americans like small families.

   Can learners guess why most Americans like small families? Encourage learners to inform you if they can.
   Possible reasons why size of family is small in America:

   a. Some women would rather work and be independent than pregnant
   b. In America it is expensive to raise children
   c. Generally, American women fell healthier when they have fewer children

III. Methods

10. Explain to the learners that before they choose any form of birth control they should talk to a doctor or health official. Remind the learners that no method of birth control is 100% effective. There is always the possibility of pregnancy.

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11. Using the illustrative POSTERS begin to discuss the various methods: IUD; condum; pills; tubal ligation; vasectomy. Discuss each method by explaining
    1. How effective is it?
    2. How safe is it? What are the risks?
    3. How convenient?
    4. How does it work?
12. As you are explaining the methods keep asking for questions from the learners
13. Explain that all of the above methods are available in the USA. Explain that the injection (shot) is illegal in the USA and not available.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Family Planning."

Expectations of parents from their children (ask questions & list answer on the backboard).

You are 70 years old in Cambodia. What do you want your children to do for you?

Possible answers:

1. Serving the parents
2. Give money
3. Take care of them
4. Live with the parents
5. Keep parents belongings
6. Give clothes
7. Give food

In the United States do children do these things for their parents? Mostly no, but in a country as big as the U.S., some people do these things.

If you have a teenager in the class, bring him/her to the class and explain that this is the teacher's son or daughter. After a few years in the U.S. this son or daughter will begin to think like an American. They might not want to act in the traditional Indochinese way to their parents.

Ask a student with a large grownup family to stand up. Explain his children are older and may keep more of the traditional ways. Ask a student with only one young child to stand up. Explain this student's child may not act in the traditional ways towards their parents.

American still love their parents even though they don't support them. Americans believe everyone should support themselves.

Ask a few students how many children they want to have.

Recent figures indicate it costs $ 20,000 to raise a child until the age of eighteen.

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As you can see its very expensive to have children. If you are only earning $3.50/hour when you first arrive, you may decide you can only afford 1 child. But you may also decide because you will probably be earning more money, at that time you can afford to have another child, so you decide you want to have your second child in 5 years. This is called planning your family.

Having your children born in a hospital is very expensive. $2,000.00 is the average cost.

Talk about buying health insurance, that you purchase, or as benefit offered by your employer.

Welfare also will help pay for the costs but warn about dependence on welfare. Also mention sliding scales for payments available at some health centers.

CIRCUMCISION

Many men in the U.S. are circumcized, but don't feel you have to be circumcized when you go to the United States.

It is common for hospitals to circumcize babies without asking you. If you don't want your baby to be circumicized tell the hospital.

Importance of cleaning under foreskin for uncircumisized males.

MALE BODY

Identify on chart, have students repeat words after teacher.

Penis
Testicles
Prostrate
Seminal Fluid Duct (don't have students repeat these words)
Anus

Explain about prostrate exam

FEMALE BODY

Identify on chart:

Vagina
Uterus
Fallopian tube
Ovaries
Ova
Bladder
Rectum

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Describe gynecological exam in women's class.

REPRODUCTION

Explain on chart the reproductive process

- A) Semen must contain healthy sperm.
- B) Living sperm must enter fallopian tubes.
- C) Sperm must meet egg. D) Fertilized egg must implant in uterus.
- D) Fertilized egg must implant in uterus.

Use second chart that shows copulation.

BIRTH CONTROL - FAMILY PLANNING

Abortion - sometimes dangerous, sometimes illegal, sometimes expensive. It is better to prevent children than to use abortion.

Condom - use only once. Buy at pharmacy. Leave space at end of condom for sperm so it won't be painful. 75 % effective when used with spermicide.

Demonstrate how condom won't come off by slipping it over two fingers and having students pull on it.

Pill - see a doctor

I.U.D. - doctor places I.U.D. in uterus. Prevents fertilization of eggs. I.U.D. should also be removed by a doctor. Should be changed 2-3 years Possible side effects:

1. Servere infections
2. Rarely can perforate uterine wall
3. Heavy menstruation

Diaphragm - go to doctor

Should be used with spermicide - 75 % effective. Insert 2-3 hours before intercourse and don't remove for 6-8 hours after

- Covers cervix so sperm can't enter
- No side effects

Vasectomy - 100 % effective, usually not reversible, no sperm in semen. Use other B.C. for 2-3 months after

Tubal ligation - 100 % effective, similar to vasectomy but must be hospitalized.

VERNEREAL DISEASE

Example of man, wife, girlfriend

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Ask students how do you get V.D.?

Danger of woman not feeling or noticing V.D. and subsequent to child.

Ask students:

How do you prevent V.D.?

Symptoms of gonnorhea:

Men - itchy, yellow discharge from penis.
Women - Sometimes none.

Symtoms of Syphilis:

Men and women same - cancre sore, latent stage, and repeat lesion.

If you have V.D. you must inform all your sexual partners.

Danger to new-born if mother has V.D.

a. Blindness
b. Birth defects
c. Death

Treat V.D., it can make you sterile

LIFESTYLES

America as a Land of Immigrants

Purpose: Introduce the student to America as a multi-ethnic society.

A. Historical Perspective: "Land of Immigrants"

B. Cultural Variations within American Society

C. Geographical Variations - Population Flows

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 4 - " America as a Land of Immigrants."

*Save the Children Federation, Experiment in International Living, and World Education

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Activity: AMERICA AS A LAND OF IMMIGRANTS

Objective: To have learners think and state how they will deal with the multi-ethnic USA.

Preparation: Training - Discuss ethnic diversity within Thailand using flexiflans technique.
Bring to Class - (1) Wide selection of flexiflans.
(2) Set of pictures for this lesson of different ethnic Americans.

Procedure:

1. Post pictures around the room before the learners come in---------give them time to wonder around the room and look. Be available if anyone has a question, but do not ask questions or start a conversation about the pictures yourself.

2. After a few minutes, ask learners to pick out what pictures are of Americans? Who do you consider to be American people?

   Then state, "These pictures are all of Americans, so you are just among the newest of a continuous flow of peoples from all over the world into the USA composed of many ethnic groups."

3. Ask your learners
   - What where the ethnic groups in ____________?
   - Where did they live?
   - What did they do?
   - What country did they come from? When? Why?
   - What part of the country do they live in now?
   - What special customs or dances did they have?
   - What language did they speak?
   - Do some still speak that language?
   - What kind of food housing did they eat/live in?
   - What contribution did they make to _________?
   - How did they get along with others in the population?

4. Divide the class into groups, you will now have your learners focus on the Refugee Camp. Ask each group to make up a story about some thing involving two or more different Ethnic groups in camp.

5. Have each group present their story to the class by use of flexiflans, to represent the characters in the story, they have picked out themselves from a large selection placed on a table.

6. After all the stories have been told. Lead a discussion using these questions (and/or others you can think of)--
    - What ethnic groups live here in camp?
    - How do they get along?
    - What does one group generally believe about the other group?
    - How are the groups able to to live with each other in the camp? Why?
    - What causes problems? How are they solved?

7. Have your learners now focus on America,
    - What have you heard about ethnic groups in America?
    - How is each group different?
    - How are they the same?
    - How would you like to know about the music, food, and/or cultures of the peoples?
    - What difficulties do you think you could have with people of different ethnic backgrounds in the USA?
    - How could these problems be solved?

8. (Optional, if available)
    - Show a short film on the subject "Racial and Ethnic Diversity + Unity in the USA"
    - Lead a discussion, ask questions like, what did you see?
    - How did the people interact together?
    - What are some problems of other ethnic groups in America?

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 4 – " America as a Land of Immigrants."

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Self-Awareness--Lesson 2

Activity: Americans as Individuals

Objective: Learners can list their feeling about the personality traits of Americans.

Preparation: Bring 8-10 pictures of Americans involved in some activity that is familiar to most Americans. The faces in the picture should emotion. Use pictures of all kinds of Americans: young and old, beautiful and ugly. Each picture may have one or several people. Take some scotch tape to class. Newsprint and felt pens.

Procedure:

1. Divide the learners into groups. Give one picture to each group. Appoint one person to be group recorder and spokesperson. This should be someone who can write. Give each spokesperson or recorder newsprint and felt pen.

2. Ask the learners to study the picture. Ask them to suggest words or phrases that describe the personal characteristics of the person or persons in the picture. The recorder should write all the words and phrases down on the newsprint.

3. Now give each recorder a second sheet of newsprint. Tell each learner to think about one American whom they know or have seen. They should tell the recorder words or phrases that describe the personal characteristics of this American. The recorder should write down what they say on the newsprint.

4. Each group spokesperson should report. Ask them to show the picture to the other groups. They should tell the other groups what their groups saw and the words or phrases they used to describe it; then what words and phrases they used to describe the one American they know.

Self-Awareness--Lesson 2

5. Tell each group that you want them to think about which characteristics are positive or good; which characteristics are negative or bad; and which characteristics are neutral, neither good or bad. Give an example: a characteristic like generous is usually good; a characteristic like mean-tempered is usually bad; a characteristic like young is neither good or bad. Tell the recorders to read their list to their own group. The recorders should put a plus (+) beside every characteristic the group feel is good. He should put a minus (-) beside every characteristic that the group feels is bad; and beside every characteristic that the group thinks is neutral, he should put a zero (0). Demonstrate with your examples on the blackboard, or on newsprint.

a.	generous	+
b.	mean-tempered	-
c.	young	0

6. Stop. Ask each group to make a total. How many pluses, how many minuses, how many zeros?

7. Each group should report. They should again show their pictures. The spokesperson should say which characteristics the group felt were good, which were bad, and which were neutral.

8. Lead a discussion about the number of good and bad characteristics:

   a. Were there more pluses than minuses? Why?
   b. What does it mean to say there are more pluses or minuses?
   c. How would the score look if the pictures had been Thai? Lao? Khmer?
   d. What can you say about the characteristics of Americans now?
   e. Are there good and bad people everywhere? How do you know?
   f. How much can we know about a person by looking at a picture?
   g. What more do we need to know about the characteristics of American?

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson " America As a Land of Immigrants ."

Objectives of the lesson:

1. Students can briefly describe the history of immigration to America.
2. Students can demonstrate knowledge of the cultural variations within American society.

UNIT 1

Objective: Students can outline briefly the patterns of immigration to America.

- A. The only "native" people in America are the American Indians.
  - 1. They have lived there since pre-historic times.
- B. The first immigrants to settle in America were the Puritans - men and women who sought relief from religious persecution.
  - 1. They came during the period of 1628-1640. The total number was about 20,000 people.
  - 2. They settled in the New England area - primarily Massachusetts.
  - 3. The 17th century was also the beginning for Blacks being brought into America to work as slaves.
    - a. This continued for a couple of centuries.
- C. 18th century - a total of 450,000 people came to America.
  - 1. Immigrants primarily came from the British Isles, Germany and Scandanavia.
  - 2. Most of these people settled in the eastern part of America.

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America As a Land of Immigrants

D. Early 19th to mid-20th century (1820-1950) - a total of about 35 million people emigrated to America.

  1. Some of the immigrants also came from the British Isles, Germany and Scandanavia.

  2. Others came from Eastern Europe, Asia, South America and the Middle East.
    a. Some examples are Italy, Russia (mostly Jews), Greece, Netherlands, China, Japan, Syria and Lebanon.

E. Mid-20th century (1960-1980)

  1. In the late fifties and early sixties, many people fled Cuba to America.

  2. There were also many Mexicans who were either brought or came to America.

  3. In the seventies, many refugees from Southeast Asia fled to America.
    a. Examples are the Vietnamese, Cambodians, Laotian, Hmong (hill-tribe from Laos) and Tai Dam (Hill group from Laos and North Vietnam).

Teaching Methodologies:

Unit 1 & 2 Materials needed: A map of Vietnam, a map of America, the immigration map hand out and the countries and names of people handout.

Begin the class by eliciting information about the ethnic make-up of Vietnam.

Ask the following questions to get a discussion started. (REFER TO MAP OF VIETNAM)

1. Where did the people of Vietnam come from?
2. Are their special different ethnic groups?
3. Do they all live together, or do the different ethnic groups live separately?
4. Do they all speak the same language, and have the same customs?
5. How much contact do the groups have with each other and how well do they get along?
6. Were there political or economic reasons why the ethnic people left their homes and moved to a different area in Vietnam.

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7. When the people of different ethnic groups move into cities, away from their tribe do they retain their culture?

Compare and contrast the students answers to the above questions with the information about the U.S. immigration history contained in Units 1 & 2.

Teaching Methodologies

Materials needed: Visuals of the ethnic influences of different groups in America. These could be pictures of food, buildings, parades, dancing or singing program from a particular country.

Break the students into groups and handout the visuals mentioned above, ask the students to discuss the following questions:

1. Have these people retained the culture of their original country or have they forgotten it?
2. Do you think it is important for your children to continue studying Vietnamese or Chinese language and culture? What would you do about it?
3. If you have old parents who do not speak English what would you do to entertain them? Would you try to find a MAA for them to get a chance to see other old people from Vietnam?
4. What should you do if you have a custom from your country which is illegal or not accepted in the U.S.A. For example eating dog meat or catching ducks in the park.
5. How about if you have a custom, such as not eating beef, should you change when you get to the States?

UNIT 3

Objective: Students can demonstrate knowledge of the cultural variations within American society.

A. People immigrating to America do not have to give up all their cultural traditions.

   1. There are still ethnic enclaves in most large cities in America.

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America As a Land of Immigrant

        a. The Irish neighborhood in South Boston, Massachusetts.
        b. Polish district in Chicago's West side.
        c. Italian colonies in South Brooklyn and the south side of Philadelphia, Pennsylvania.

    2. All these groups till celebrate their traditional holidays.
        a. St. Patrick's day is celebrated all over the U.S.
        b. Your Kippur (Jewish) is celebrated all over the U.S.
        c. And today, the Vietnamese, Laotian and Khmer celebrate their respective holidays in America.

    3. Many different cultural traditions co-exist in America today.
        a. This is the result of the various ethnic groups living within the U.S.A.

    4. There are Ethnic Cultural Associations (MAA's). They exist to aid various ethnic groups retain their ethnic identity and traditions.

B. But even though people do retain many of their traditions, they've also had to learn and adapt to some of the American traditions and laws.

    1. In order to be successful, one not only has to work hard but also has to learn and conform to certain traditions and laws.
        a. For example, it might have been accepted to come to work a few minutes late in your native country.
            - But in America, supposing you work in a factory, if one comes late for work more than a couple of times, they can be fired from the job.
            - It is very important to learn the language and traditions and laws of the country you're going to as quickly as possible.
            - This will help make your resettlement much easier and successful.

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C. People were brought to America for labor purposes.

  1. Many Chinese were brought into work on the railroads.
  2. Many Blacks were brought into work as slaves for White Americans on plantation.
  3. Most recently, many Mexicans were brought into work in the fields (fruit and vegetable) and also to work in factories.

Teaching Methodologies

Materials needed: The countries and names of people handout.

While the material in Unit 2 is detailed and perhaps new to the students, you should first get the students interest by asking them to name as many ethnic groups that have immigrated to the states. Then have them refer to their handout to see which ones they missed.

The remainder of information in this unit could be lectured.

UNIT 2

Objective: Students can describe some of the reasons why people choose to flee or emigrate to America.

A. Religious Persecution

  1. The Puritans from England fled to avoid religious persecution.
  2. They wanted freedom to practice their beliefs without interference from the government.

B. Famine

  1. Around 1845, a severe potato blight struck Ireland. By 1847, there were starving people all over the country.
     a. Many of them fled to America to avoid the famine.

C. Political differences

  1. Many Germans left for America after their failure to reunity Germany in 1848.

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America As a Land of Immigrant

D. Rising populations/collapse of old agricultural order and beginning of Industrialization.

1. Many British fled as a result of the rising population. It quadrupled from 10½ million in 1801 to 41 million in 1911.
2. Also, agricultural change was a factor.
    a. Large scale scientific farming increased resulting in a decreased need for manual labor.

E. Poverty

1. By the end of the nineteenth century, Italy had become one of the most crowded countries, and also one of the poorest.
    a. As a result, extreme poverty existed throughout the country causing some Italians to emigrate to America.

F. Religious/ethnic persecution

1. In the late 1880's, Russia embarked on a calculated antisemitic policy.
    a. They were forbidden to own land.
    b. They could only get into certain occupations.
    c. Education was denied.
2. In the beginning of the 20th century, fresh outbreaks of violence occured and many Jews were killed.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "America as a Land of Immigrants."

Purpose: Introduce America as a multi-ethnic society

Activity 1:

A. Historical Perspective "Land of Immigrants"

1. Everyone but the American Indian are from other countries.

   With a map of the world, the teacher should indicate the sources of immigrants to the U.S.

Northern Europeans	1689	Political, Economic & Religious
Africans	1700	Slavery
Irish	1830	Famine
Asians	1850	Build realroads (anti-Chinese Laws)
Southern Europeans	1870	Political, Economic
Middle East, Asia	1930	Political, Economic

2. Many people have come to the United States like you are doing and they have suceeded in making a good life for themselves.

Activity: 2: Brainstorming: Cultural variations.

B. Cultural Variations within American Society.

I. T. explain there are many different cultural groups in any country.

T asks L's to break into small groups and to draw a map of their country. On the map they should indicate where the different cultural groups living in their country are located, in Vietnam, north, central and south Vietnamese cultures, Chinese, Khmer, Montangards and Mon.

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Then the small groups should decide which of these cultures are the "real Vietnamese, or Khmer, or Lao" depending on the country they are from.

II. T should collect maps and ask group leader which is the "real" native.

If there are discrepancies between their views of who is on isn't part of the country, generate discussion with the class about why they believe this to be true.

In the United States everyone, regardless of cultural or racial background, is considered an American. Laws have been enacted to try to ensure that everyone is treated equally. These laws are called Civil Rights laws.

C. Geographical Variations - Population Flows

III. T with a map of the United States will indicate where the various ethnic groups in the United States live.

Northern Europeans - throughout the country, many Scandinavians live in the Mid-West, many have moved from East to West.

Africans - concentrated mainly in the South until the 1900's when they moved to the cities in the North West, 10% of population.

Irish - mainly moved to Eastern big cities and migrated to cities throughout Mid-West and West.

Central & Southern Europeans - mainly moved to Eastern cities and migrated to Mid-West and West.

Asians - mainly live in big cities on the West Coast, but found in many large cities throughout United States.

Hispanics - live mainly in S. California, Texas, Florida, New York and big cities throughout the country.

Indochinese refugees have moved mainly to big and medium sized cities in California, Texas, Pennsylvania, Washington, Oregon, Florida, Colorado, New York, Massachusetts and Michigan. There are Indochinese in every state in the U.S.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand.

This material was developed for use in the presentation of the information in the lesson " America as a Land of Immigrants."

(NOTE: For this lesson, the teacher must use a map of the United States.)

A. Historical perspective: "Land of immigrants"

Questions

1. Were there different kinds of people living in Laos (Cambodia, etc.) when you were there?
2. If so, what kinds of people were there?
3. Where did the different kinds of people come from?
4. Were new people constantly going to live in Laos (Cambodia, etc.)?

The United States can easily be called the "land of immigrants." Almost all the people now living there are immigrants or children of immigrants. The original people living in the United States--the American Indians--are now few in number and live in only a small area of the country. The rest of the country is made up of the children of immigrants, primarily.

The original immigrants came from three countries--England, France, and Spain. The English immigrants settled along the Atlantic coast from Maine and Massachusetts down to the Carolinas and Georgia. The French settled in Louisiana. The Spanish settled in Florida and in the area from Texas to California.

As more and more people came from England, the people settled along the Atlantic coast gradually spread westward toward the Mississippi River. Through wars and purchases, the original thirteen states along the Atlantic coast acquired the Florida area and all the land west of the Mississippi. All these people--all these original immigrants to the United States--went to the United States for political, economic, and religious reasons. The flow of immigrants into the United States has continued for several hundred years from the very beginnings in

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1609 (the founding of Massachusetts) and 1620 (the founding of Virginia) until the present time for the same reasons.

However, the geographical origins of the immigrants have changed through the years. In the beginning, most of the immigrants were from England and northern Europe. In the 1800's, a large number of people from Ireland went to the United States because of a famine in Ireland. Then large number of southern Europeans went to the United States. Following them were large numbers of central and eastern Europeans. From the beginning and during all this time, many slaves had been brought from Africa. During the later 1800's many Asians--especially Chinese--went to the West Coast to help build railroads. They stayed, also. The latest immigrants are from the Caribbean area and from Southeast Asia.

The United States has been called the "melting pot" because of the variety of places of origin of its citizens. And it is true: the people of the present-day United States have origins that go back to many different parts of the world. But there have been problems. In a "melting pot" all the ingredients get mixed thoroughly and completely: this has not always been true of the immigrants who went to the United States.

There have been problems of one kind or another ever since the beginning of the United States. Even though the first settlers were in general poor, some soon became wealthy. When the Constitution was written (and the United States has kept more or less the same constitution for over 200 years), there was a conflict between rich people and poor people. But the conflict was settled peacefully. As later immigrants went to the United States, they sometimes settled in certain areas of the country: for example, some Germans in Pennsylvania, Scandinavians and Dutch in the Great Lakes region (Minnesota, Wisconsin, etc.)--almost always without conflict of any kind.

Later immigrants, however, were not as fortunate. Usually, the new arrivals landed and stayed in New York City. Each successive wave of immigrants was considered the lowest social level when they arrived, but some raised themselves to a higher level. In New York City, each group usually had its own area to live in--not by law, but by choice. This means that when the Irish, for example, arrived in large numbers, they lived in a certain area of New York City and were considered to be a lower social level than any other group. Then the Italians came. The Italians--also living in their own special area of New York City--became the lowest social level while the Irish came to be considered a higher level. And so it has continued until the present day. In general, the most recent immigrants are considered to belong to the lowest social level --especially in the larger cities. Only the Blacks, who were originally slaves for the most part, have continued, until recently, to be considered to belong to the lowest social level of all the people in the United States. That feeling is slowly changing. The newest immigrants--the people from Southeast Asia--must be prepared to be considered to belong to the lowest social level in many--but by no means all--parts of the country.

Questions

1. What does the expression "land of immigrants" mean?
2. Why is the United States called a "land of immigrants?"
3. What is meant by the expression "melting pot?"
4. Is the United States truly a "melting pot?" Why or why not?
5. In the past, how have newly-arrived people often been treated in the United States?
6. Do you think you will be treated in the same way? Why or Why not?

B. Cultural variations within United States society

Questions

1. Are people from southern Laos (Cambodia, etc.) different from people from northern Laos (Cambodia, etc.)? If so, how are they different?
2. Are eastern people different from western people in Laos (Cambodia, etc.)? If so, how are they different?
3. Are Laotians (Cambodians, etc.) who live in cities different from those who live in the country? If so, how are they different?
4. Do you expect people in the United States to be the same everywhere? Why or why not?

The United States is a large country that has many people whose ancestors came from many different parts of the world. Thus, it is not surprising that there should be many differences among them. One difference that is easily noticeable is that people in the United States speak English with different pronunciations. However, these differences in pronunciation are not so great that people in one part of the United States cannot understand people from another part.

There are several cultural groups in the United States. The largest is the group whose ancestors were European. The next largest is the group whose ancestors were African. The small groups include those whose ancestors were Asian (primarily Chinese and Japanese) and those whose ancestors were from Mexico and the Caribbean areas.

Until recently, each of the non-European groups more or less adopted the culture of the European group: that is, there was a tendency toward sameness rather than difference in culture. In recent years, however, the younger generation of the non-European groups have become more aware of their own backgrounds and culture. They have become interested in emphasizing the differences in culture that exist. This has made life in the United States more interesting and exciting. It has caused problems, of course, and sometimes the problems have received more attention than the fact that the various groups in general get along well together.

The motto of the United States is E pluribus unum, which is Latin for the expression "One out of many." Originally, this motto referred to the fact that one country was created from many separate states. It is even more appropriate now because it means that one country includes many different cultures.

Questions

1. Do you think you can continue to perform ceremonies (for example, the marriage ceremony) in the Laotian (Cambodian, etc.) way in the United States? Why do you think that?
2. If there are so many different cultures in the United States, how is it possible to teach a course such as cultural orientation?
3. Do you think this cultural orientation course will discuss only the culture of the people with European ancestry? Why do you think that?

C. Geographical variations/population flow

Questions

1. Are there mountains in Laos (Cambodia, etc.)?
2. Are there plains in Laos (Cambodia, etc.)?
3. Is Laos (Cambodia, etc.) a big country?
4. Do people move (=change places of residence) very often in Laos (Cambodia, etc.)? If so, why? If not, why not?

Since the United States is a very large country, there are many different geographical features. There are high mountains in the west, and lower mountains in the east. Between these, there are vast plains. There are vast forests and vast deserts, also. In the north, it gets very cold during some parts of the year. In winter there, there is a great deal of snow. In the south, the weather is usually mild and sometimes very hot. There is no snow, even in winter. The states of Alaska and Hawaii show the extremes of the geographical variations that are found in the United States.

Within this large area, people are constantly moving from one place to another. Most of the people move in order to find a better job or because they have already found a better job. Older people who are retired often move in order to find a climate that is warm most of the year. Younger people who have finished all the schooling they want often move just to get away from the parents' home. The family of one of the supervisors is a good example: his brother lives in Texas, his sister lives in North Carolina, and his niece (the daughter of his sister) lives in North Dakota.

Another aspect of this moving is the movement of people from rural areas to urban areas--from the country to the city. Before, when there were few machines to help do the work on a farm, the children of a farmer usually lived close to the parents and they all worked together. Now, since there are many machines to help with farm work, the children of a farmer often leave the farm to live and work in the city. At the same time, many people who used to live and work in the city, now live in suburbs (smaller towns or cities surrounding a larger city) and work in the city.

In general, before people in the United States were born, grew up, and died in the same place--often even the same house. Now such a situation is unlikely. It is much more likely for a person to be born in one place, to grow up in another, and to die in a third place.

Questions

1. Do you think moving from place to place is a good idea or not? Why do you think that?
2. How do you think moving very often affects the children in the family?
3. What do you think is the best reason for moving?
4. Would it be a good idea to move simply to be near your friends or relatives? Why do you think that?

LIFESTYLES

Women in America: Lifestyle Choices and Opportunities

Purpose: Introduce the student to women's issues in America.

A. In Education

1. Access to higher education
2. Access to training in fields traditionally thought of as being for men

B. In Employment

1. Access to careers traditionally though of as being for men
2. Access to self-employment opportunities
3. Expanded benefits for women (such as maternity leave, insurance)
4. Legal protection (such things as equal pay, sexual harassment)

C. Personal Living Choices

1. Living alone
2. Living together, unmarried
3. Being a single parent
4. Working married women

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium * in Thailand. This material was developed for use in the presentation of the information in Lesson 16 - " Women in America; Life-Style Choices and Opportunities."

*Save the Children Federation, Experiment in International Living, and World Education

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Purpose: Introduce the student to women's issues in America.

Preparation: You will need newsprint and felt pens. You may also want to bring color photographs from the lesson AMERICANS AS INDIVIDUALS. In training with the other teachers brainstorm a list of good discussion questions (open-ended) that you can use with this lesson.

Suggested Activity No. 1

1. Organize the students into small groups. Try and get at least one women in each small group, if possible. Give each group a sheet of newsprint folded in half. Tell the students to use only one half of the paper first. On this first half of the paper, ask the students to list (or draw) the roles of women in Laos/Cambodia/Vietnam. Ask: "What kind of responsibilities do women have in Laos/Cambodia/Vietnam. (allow 5 minutes).

2. Now ask the groups of students to list (or draw) on the other half of the paper the kinds of roles (responsibilities) that women from Laos/Cambodia/Vietnam have in the camp. Ask: "What kind of things do the women from Laos/Cambodia/Vietnam do in the camp?" (allow 5 minutes)

3. Have the small groups report what they have written (or drawn). After all the groups have reported, the teacher should help the students recognize the similiarities and differences among the lists (or pictures). Ask open-ended questions such as: "How do you feel about these roles (responsibilities)?"

4. Then ask the class: "Do you know any American women?; "Where have you met them?"; "Do you think the roles of American women are the same as the roles of Lao/Cambodian/Vietnamese women?"; "What makes you think this way?" (allow 5 minutes).

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Women in America: Life-Style Choices and Opportunities

5. Explain to the class that you are going to read short descriptions of seven women in the USA. Read one story at a time. Repeat the story a second time. Ask closed-ended questions to verify that the students understand the facts. When you are sure that your students understand what has been read to them, you can ask some open-ended questions such as: "What do you think about these life-styles (i.e. how these women live and what they do?)

6. Continue this activity until you have read all seven descriptions.

7. Important points to consider with your students about these descriptions:

   a) One questions that you might ask your students is: "Why do you think there is such a variety of life-styles among American women?" If they do not know the answer you will need to explain. Part of the answer has to do with history.

      When World War II occured, most men were called to war. Women had to work in the factories. Large numbers of women worked in factories for their first time. They realized that they could work in what had up until that time been considered "men's work." Women also realized that they were capable of living without a man to earn the money. After the war, many women continued working. Some because they wanted to, others because their husbands back from the war wanted to continue their education. The trend of women working has continued ever since until now millions of American women work in stores, offices, and factories throughout the country.

      *Another reason why so many American women work is that living in America is expensive, especially if one has children. Many American families just couldn't live the way they want to on only one salary (i.e. the husband's) Two salaries (i.e. wife and husband) are necessary.

      *Another reason why there are so many life-style choices for American women is that the rate of divorce is so high in America. Over 35% of all marriages in the USA end in divorce today. Some divorced women choose not to re-marry.

      *It is important that the students realize that American men have always had more choices in how they live than women. For women, these choices have come to them more recently (i.e. since World War II). More and more in USA a variety of choices in how one lives one's lfie is

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becoming an accepted part of American culture: for the above reasons.

*Women have choices in how they will live:

a) live alone;
b) be a working married woman;
c) be married and not work;
d) be a single working parent;
e) live with a man and not be married.

*The "traditional" role of a woman as a wife and mother is a real option for your female students--one that they can pursue once in America.

b) Some American women work out of their homes. For example, women who take care of other children are called "baby sitters." For this service they charge money. In some cases women take care of many children at the same time. This is called a "day care center." Parents who work and cannot take care of their children during the day will bring their children to a day care center. Still other women work in their own home by doing sewing. Other women earn money at home by doing office work (i.e. typing).

c) In the USA, many more American women (younger women usually) are going to graduate school (i.e. law, medicine, business, etc) than ever before. Thus, there are more working female doctors and lawyers now. Today, older women (whose children are grown up) are choosing to go back to the university.

d) Both in education and employment, American women are finding greater access to training and careers in fields traditionally thought of as being for men.

e) Because many American women work they are beginning to receive improved benefits (such as maternity leave which is permission to leave the job to deliver the baby--usually without pay. Women are also pretected by some laws which say that a women should get the same wage as a man doing the same job. IN reality, however (and generally speaking) American women are paid less than men for similiar work and have lower work status (professionally) than American men.

8. In discussing the life-styles (roles and responsibilities for women) of the seven American women, ask the following questions:

   a) What kinds of work can Lao/Cambodian/Vietnamese women do?
   b) What kinds of work can Lao/Cambodian/Vietnamese women not do?

c) What kinds of work do American women do?

d) What kinds of work can American women not do? Why? (i.e. work that requires great physical strength)

e) Are there similarities and differences between the roles of Lao/Cambodian/Vietnamese women and American women? What are they?

f) How do you feel about these similarities and differences?

g) How do you think you will accept these different roles?

h) Do you think there will be problems for you and your family?

i) How will you solve these problems?

j) Will other refugees to America face these same problems?

Seven American Women

1. Joy Thomas is 31. She is married and has four children. She does not have a job. She takes care of the home. She prepares food for her family, cleans the house, washes the clothes, and takes care of the children. Her husband earns the money. She is responsible for paying the household bills. She and her husband share in making decisions about spending money.

2. Karen Engels is 43. She has 3 children. Several years ago she was divorced from her husband. She is a single parent. she is a factory worker. She earns $4.75 an hour. She lives in an apartment. With her salary she finds it difficult to pay her bills. Her husband is suppose to help her with money for the children. He doesn't give her money every month. She doesn't think that she will marry agian.

3. Hoang Nhu Quynh is 38. She is a refugee from Vietnam. She arrived in the USA in 1975. She is now an American citizen. She is the owner of a small food store in Seattle. She has 3 children. Her husband has tuberculosis (TB). He is not able to work. He is responsible for the house duties (cooking, taking care of the children, etc.). She manages her food store.

4. Barbara de Gomez is married and has 2 children. She is 45 years old. She works as a business secretary. Each week day morning she or her husband drives the children to a day care center. The people at the day care center look after the children all day. This service costs the Gomez family money. Her husband works too. Together they take responsibility for the house duties.

5. Marion Benke is 30 years old. She has no children. She is not married but lives with her boy friend. They live in a rented house. She works as a manager in an advertizing company. She supervises a large staff of men and women. She makes a lot of money, more than the man with whom she lives. Her work requires that she travel to other cities.

6. Donna Holmes is 61. She has been married three times. Her first husband died. She divorced her second husband. She married again last year. She has three grown children. They do not live with her now. She is a school teacher.

7. Merideth St. John is 25. She is a law student. Next year she will graduate from law school. She hopes to get a job as a lawyer with a large business corporation. She is not interested in marrying or in having children.

Suggested Activity No. 2

1. Ask your students to draw a picture of a man doing what is usually considered a women's job and a picture of a women doing what is usually considered a man's job.

2. Make sure that the students work independently and not show their drawings to other students before everyone is finished drawing.

3. Have the students share their drawings. The teacher needs to be able to work with the student's reactions. Have the students question each other what they drew, and why.

4. You may want to ask such questions as:

    a. "Why are you laughing?" (laughter may be a reaction)

    b. "Why has this job only been done by a man? a woman?"

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Suggested Activity No. 3

1. Use the color photographs (from AMERICANS AS INDIVIDUALS lesson) These pictures show men and women in different work, home, and social settings.

2. Form small discussion groups. These groups can be formed in a variety of ways: all men, all women, married, single, etc.

3. Give each group a set of photographs. Ask each group to describe what they see or think is happening in the photograph. Within the group have students list three or four questions that they may have about the photograph; i.e.) Are women in the USA sometimes men's bosses?" or, "Do white and black people work together?"

4. When using this activity it is important for the teacher to remember to facilitate the discussion in such a way that the men in the class do not feel excluded. Their reactions, feelings, and concerns are important for the class to consider.

5. These activity may get students to ask new questions about the roles of American women.

Suggested Activity No. 4

1. The following list of questions can be used for either cultural comparisons and contrasts or for an open group discussion. Some of the questions are opened-ended, some are closed. Some refer to critical incidents.

2. If you choose the discussion approach, make sure your questions in beginning of the discussion are of a general nature. Don't ask specific questions too soon. Slowly, as the students take hold of the discussion, you can ask more specific questions geared particularly for women.

3. Always include the men students by asking them for their feelings and reactions.

Suggested list of question (add any other questions that you feel would be appropriate for your class.)

1. In your country who receives more education?, men or women?

2. Who receive higher pay for work?

3. What jobs are available for men and women?

4. Have you ever worked for a woman boss or supervisor?

Women in America: Life-Style Choices and Opportunities

5. Can men and women choose their own partners?

6. Can a women (married, single) have her own business?

7. Can a woman (married, single) own property in her own name?

8. Do women receive maternity leave (for delivering baby) from their employer in your country?

9. Is it easy for a mother to get a job?

10. What is the average age for marriage (for men/women)?

11. How would you (a man) feel if your sister, wife, or older daughter got a job before you did?

12. As a result of what you have learned about the roles of American women, do you think there will be changes in your life-styles or families? What might those changes be? (For this question you might want the students to discuss possibilities or alternatives.)

Insert Page: 35.9

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Women in America: Life-Style Choices and Opportunities."

OBJECTIVES OF THE LESSON:

1. Students can compare/contrast role of women in America and Vietnam.
2. Students can describe opportunities available to women in America.

UNIT 1

Objective: Students can describe opportunities available to women in education and employment.

A. Women in America have access to higher education.
   1. Everyone must attend school until the age of sixteen.
      a. Many women continue their studies through the university level.
   2. As a result, it is not uncommon to find women in fields traditionally thought of as being for men.
      a. Some examples are doctors, lawyers, government and business.

B. Women have access to careers traditionally thought of as being for men.
   1. A large portion of the female population is employed in a steady job outside the home.
      a. One reason for this is economic necessity.
         1. The cost of living in the US is high and one income per household is often not enough.
      b. Another reason is women feel they also have the right to develop a career.

C. Women also have access to self-employment opportunities.

  1. Many successful women in the U.S. have started a business on their own.

    a. As a result, a man might find that his direct supervisor or boss on a job is a woman.

  2. Again, the fields of business that women work are traditionally thought of as being for men.

    a. Examples are architectual design, import/export, food management, etc.

TEACHING METHODOLOGY

TRUE/FALSE TEST

Directions: Use this test orally before you start lecture the material for this lesson.

1. Women can vote in America. (T).
2. A woman can not sell property without her husband's permission. (F).
3. If a husband leaves his wife, she can force him to pay her support. (T).
4. If a husband leaves his wife, his family can keep the children.
5. There are no women lawyers in America. (F).
6. Unless a woman is married she must live with her parents. (F).
7. If a woman goes to a party alone, people will think she has a bad character. (F).
8. If a woman is not satisfied with her marriage, she can file for a divorce. (T).
9. In America, only men have to pay income tax . (F).
10. It is against the law for a husband to beat his wife, and if he does he could be sent to jail. (T).
11. Single women with jobs can adopt a child. (T).
12. If a man and woman go out for a date or to dinner the man must pay for everything. (F).

* Materials needed: Visuals of women working in America, especially in roles usually thought of as for men.

Break the students into groups and give each group a few visuals. Have them discuss what type of jobs women should hold. Ask them to also discuss what jobs, if any, they were surprised to see women holding.

After reporting the answers to the above questions, ask the students to discuss how they would feel if their boss was female.

UNIT 2

Objective: Students can describe the legal status of women in America.

A. Under American law, women are considered equal to men.

1. In theory this means that women have the same opportunities as men in employment, education, etc.
2. Criteria should be solely on ability, qualifications and skills.
    a. Sex, race and religion should not be a factor.
3. Even though these are the laws and the beliefs of many people, they are not always practical.

B. Women are free to choose their own marriage partner.

1. If a woman is not satisfied with her marriage, she can file for divorce.
2. If a husband should abandon his wife and children, she can force him to pay support for his family through the courts.
3. If a husband should beat his wife or children, he will face legal trouble and can be put in jail.

C. Women also have many other legal rights.

1. They can open checking and savings accounts in their own name.
2. They can buy and sell property.
3. They must file tax returns should they have a paying job.
4. They are entitled to vote for their elected representatives, both at the national and local level.

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TEACHING METHODOLOGY

Materials needed: Help wanted ads from the Hong Kong papers and some from the States.

Compare the help wanted ads from Hong Kong papers and those from the States in regards to their impact on women.

For example:

HONG KONG	U.S.
FEMALE TYPIST, AGE 20-25, MUST BE ATTRACTIVE, GOOD PERSONALITY, NICE DRESSER, CALL 662081.	TYPIST, 80 W.P.M. ABLE TO DO ACCURATE WORK, SOME OVERTIME REQUIRED. CALL 261-7599 ASK FOR MS. JONES.

What we want the students to see is that it is illegal to advertise a job for men or women only. (Also you can not advertise a job for a certain age group either.)

UNIT 3

Objective: Students can describe the role of women in the family and social situations.

A. A woman's role in the family is greatly affected by both her employment status and legal rights.

1. Husbands and wives are viewed by some as equal partners in marriage.
    a. A woman is not necessarily expected to be submissive, but rather to balance her independence with her family commitments.
2. In a household where both the husband and wife work, it is not uncommon to find them sharing the cooking, cleaning and shopping chores.
3. Parents in America are legally responsible to provide basic care for their children.
    a. This often means that both parents provide financial support to the family.

B. Today, there are many single parent families in the U.S.

1. It is not uncommon for a woman to live alone in a household.
2. Many women have chosen to raise their children on their own.

C. Since many women choose to be independent, it is not usual to find them socializing with friends or in mixed groups.

   1. Women will go to social gatherings by themselves.
   2. They do not need to have a "date" or a chaperon.

D. An invitation to someone's house for dinner usually means both the husband and wife are invited.

   1. A man should not leave his wife at home unless the host specifies that he is inviting the man only.

E. If a married couple should hold a dinner in their home, the woman would share the meal with all the guests and help her husband entertain the visitors.

TECHING METHODOLOGY

UNIT 3: ROLE PLAY

1. Man and woman on a date. When the bill comes the woman tries to pay for it, but the man feels he should pay for it.
2. Wife and husband discussing the sharing of housework and childcare since they are both working.
3. Wife would like to go out to work because the husband's income is not enough to support the family, but the husband objects because it is a loss of face.

LIFESTYLES

Living in a Multi-Ethnic Society

Purpose: Help the student identify cultural support groups.

A. Relationships Among Ethnic Groups

B. Mutual Assistance Associations and Other Support Organizations

1. The creation of such groups
2. The purposes of such groups
3. Participation in such groups

Insert Page: 36.1

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Living in a Multi-Ethnic Society."

OBJECTIVES OF THE LESSON.

1. Students can demonstrate realistic expectations toward being a minority in the U.S.

2. Students can identify the various cultural support groups available in America.

UNIT 1

Conduct a discussion on the nature of prejudice.

A. Begin the discussion of prejudice by explaining that most people have some types of prejudice. It is difficult to explain how prejudice arises, but it does exist everywhere in the world.

B. Break the students into groups. Have each group discuss the following questions:

    1. What prejudices do the students have towards Americans? What traits do they find particularly troublesome? (Such as directness, preoccupation with time, attitudes toward women, etc.)

    2. Why do they have these prejudices? What do they think is the base of prejudice in general? (Is it often a lack of communication between particular groups?)

    3. What prejudices do students expect to face upon arrival in the U.S.?

    4. Is there any particular ethnic group with which they might feel uncomfortable? If so, why?

C. Have the group leaders report back some of their answers. Write the most common ones on the blackboard. Could most of them be eliminated by the establishment of good communication and understanding between the groups involved?

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UNIT 2

Briefly review the historical background of immigration to America from Lesson 4- "AMERICA AS A LAND OF IMMIGRANTS". Stress the fact that the various ethnic groups found themselves in the position of a minority upon arrical in the U.S. Explain how each group worked hard to integrate themselves into American society. There was no group which found the adjustment easy.

UNIT 3

Objective: Students can demonstrate realistic expectations toward being a minority in the U.S.

A. When the students arrive in the U.S., they will be in the minority.
   1. Some people will be receptive to them and help them.
   2. Others will resent their presence in America and offer no assistance.

B. There are some reasons why former refugees have encountered hostility in the past.
   1. They are viewed as a priviledged minority.
      a. Refugees are entitled to special priviledges their first few years in America.
      b. This special treatment is often resented by others, including minority groups who have lived in America all their lives.
   2. Many refugees have been successful. Through hard work, dedication and the pooling of family resources they have been able to build a good life.
      --Some people resent this success because they haven't been able to attain it themselves.
   3. A general lack of understanding between refugees and Americans has often caused problems.
      --It is important to try and understand others as well as helping others understand you.

C. Areas of discrimination.
   1. Housing--refugees going to urban areas are often put in housing units with other minority groups.
      a. Even though refugees might want to live in a completely Asian community, they often won't have the option.
      b. The best rule to follow is to be tolerant and respectful to others; hopefully they will treat you in the same manner.

2. Employment--In theory, no one in America should be denied a job because of ethnic background.
    a. If someone feels they were denied a job because of ethnic background, or that they are being treated unfairly by an employer or supervisor, they should not be afraid to seek help.
    b. There are special legal aid societies to help people with these problems.
3. Religion--People are allowed to practice whatever religion they choose in America.

    --Success in the U.S. does not depend on the acceptance of American religious values.
4. Sex--In theory, women have the same legal rights as men.
    a. A woman should not be denied a job because of her sex, provided she is qualified for the job.
    b. Women have the same legal rights as men--as voting, filing for divorce and owning property.

UNIT 4

Objective: Students can identify the various mutual assistance associations available in America.

A. Since 1975, more than 500 self-help groups have been created within the Indochinese refugee community. (They are called mutual assistance associations.)
    1. Fraternal and religious groups--are necessary for the successful social adjustment of refugees. They provide valuable emotional and cultural support.
    2. Professional, service-oriented organizations--their aim is to run service programs for refugees.

B. The various Mutual Assistance Associations can provide some of the following services.
    1. Social and resettlement services--as ESL, employment counseling, legal assistance, etc.
    2. Cultural support services which focus on preserving the refugees native culture.
    3. Emotional and religious support.
    4. Professional services wich include professional training for employment.

NOTE: Teachers should refer students to the MAA handout in the student workbook.

Combined Teaching methodologies For Units 3 & 4

Scene 1

Have the following dialogue acted out in the class:

A) Joe is a black American living in an apartment.

B) Nguyen Ngoc Vinh is moving into the same apartment building.

Joe is outside watching Vinh and his family moving in. Vinh's sponsor starts unloading furniture for Vinh's apartment. Joe seeing this says, "Hey, why don't I get free furniture also?"

(Note: This situation highlights the issue of refugee bieng viewed as a "priviledged minority.")

Scene 2

You have just moved into an apartment building. Your family is the only Asian family. Your six year old son is bieng "picked on" by your neighbor's kids.

How might you handle this situation?

(Note: Stress the importance of communication, example: such as inviting your neighbors over, talking directly with the kids' parents, etc.)

Scene 3

SHARE THIS STORY

John (a Chinese C.O. teacher) made an appointment to look at an apartment. After telephoning, John shows up to see the apartment. The landlady tells John the apartment is already rented. Though John knows that the apartment has not been rented. As a minority (Chinese) he was discriminated against.

How might you deal with this situation?
What if the same kind of discrimination happened with a job interview?
You have a job interview appointment and when you show up you are told the job is filled. (Follow up on this situation with a discussion of how support groups such as legal aid, MAA's, VOLAG's, etc. could help in these situations.)

FINAL COMMENTS

A. All students should be prepared for different types of prejudice in the U.S. If someone encounters hostility, it is important to remember that this often results from a lack of understanding and explain the reasons for your actions and the actions of others.

B. If you and your family are ever provoked or threatened, it is best to avoid a violent confrontation. Remember, you are legally responsible for all your actions toward others.

C. If you ever feel that you've been a victim of racial prejudice (as in housing, employment), you can seek help through your sponsor, a legal aide society, or a Mutual Assistance Association.

LIFESTYLES

Family Structures

Purpose: Introduce the student to types of family structures in America and their possible implications.

A. Varieties of Families

1. Extended families
2. Nuclear families
3. Single-parent families

B. Issues Relating to Employment

1. Women as wage earners
2. Primary wage earner not being the traditional head of family

C. Issues Relating to the Home

1. Sharing responsibilities
    a. Child rearing
    b. Other responsibilities (such as shopping, housework)

D. Issues Relating to Cultural Preservation

1. Language
2. Religion
3. Customs (such as traditional dance, folk art, music)

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 33 - " Family Structures ."

*Save the Children Federation, Experiment in International Living, and World Education

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Activity: Comparing family structures

Objective: Learners can list their reactions to several examples of American family structure.

Preparation: Teachers should provide students with visual aids that can be used to represent family structures. These can be drawing materials, flexiflan puppets, or whatever you choose. In your training group, decide on an appropriate way to present the situations in part II. Can they be role played? How? Can you use pictures? What sort of pictures? What other ways can you think of?
Finally, you will need sets of serialized posters for part III.

Procedure: Part I--Comparing family structures

1. Using visual aids, learners should describe typical family structures as they know them in their own country. Encourage the learners to include the following details, and any others you think appropriate:
   a. How many members are in a typical family? What is the relationship among them?
   b. Where do all the members of the family live? In the same house? How are the sleeping areas used?
   c. What happens when a son gets married? Does the new wife join the family?
   What happens when a daughter gets married?
   d. What is the role of the older people in the family? Do the older people need special care? Who takes responsibility for this?
   e. Who brings money into the family? Do women take jobs outside the house? Why or why not?
   f. Who does the housework? Who cleans, cooks, and washes? Who fixes things that break? Who makes sure the children behave properly? Does everyone help with the work? Why or why not?

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   g. Does the family practice religion together? Do they go to a temple, church or religious place together?

2. Find out what the learners know about American families. Ask what they have heard from relatives in the USA. Encourage learners to describe American families. Learners should use their own words, according to their present understanding. The teacher should use questions like questions a-g above.

3. The teacher, as a member of the learning group, may share his/her own ideas about the structure of American families. Use an American family you know, or one you have stayed with as an example. Make it clear that there are many different kinds of families in the USA. Not all are structured alike.

Procedure: Part II--Structures of American families: a few examples.

Present the following situations as you prepared them in your training group. Lead discussions about each situation.

1. Beth is 19 years old. She is not ready to get married. She wants to be independent, to learn to get along by herself. She has found a job at the local supermarket. With a friend, she will get her own apartment. She will not live with her parents. Beth's parents think she is old enough to leave the house and support herself. Beth will visit them often, and they can talk on the telephone whenever they want.
   a. Do you agree with Beth's parents? Is she old enough?
   b. How do you feel about young men and women who want to be independent and support themselves? Why do you think young men and women oftne choose to live away from their parents?
   c. How would you feel if you were Beth's parents?

2. Mack and his wife both work. Today Mack is home early and his wife works late. Mack fixed dinner for the children, washes some clothes, sweeps the kitchen, and cleans the bathroom. Mack thinks it is important to help with the housework, because his wife has a job too, and she works as hard as he does. Mack does not think of housework as women's work.

a. Do you agree with Mack? Is it good for men to help with the housework?

b. When Mack's wife comes home and sees the house looking neat and clean, what do you think she will say?

c. Can the young boys and girls also help with the housework? In what ways?

3. Emma and George are retired. They live alone in a small apartment. Next week, George will be 68 years old. He and Emma get a check every month from social security. Both he and Emma worked for more than 40 years, so they also get money from a company retirement fund. Emma and George have three grown children who are married. Two live in other cities. One lives in the same city, but not in the same neighborhood. Emma and George see their grown children a few times a year; the whole family joins to together at Christmas. Emma and George think, "Life is hard, but life is good."

   a. Why do you think Emma and George say, "Life is hard, but life is good"?

   b. If you were in this situation, how would you feel?

4. Layla is divorced. Her two children live with her. One is 3 years old and the other is 9. Layla has a good job which pays well. During the day, she sends the youngest child to a day-care center. She pays for this service. The older child goes to a public school most of the day, then stays with a neighbor for a short while, until Layla gets back from work. The children's fatehr lives in another city. The children stay with him one weekend each month. Layla is confident she can raise her children properly. She does not want to marry agian now. She can do it alone, she feels.

   a. What sort of person is Layla? How do you feel about her?

   b. Layla thinks it is important to succeed alone, independent of other people. Are there some situations when you feel this way?

5. Ann and John have been happily married for 6 years. They just had their second child, a boy named Gregory. Ann and John think two children is enough. They will plan the future so that the chances of having another child are low. Ann and John think it is easier for them and better for the children if the family is small.

a. Some Americans choose to have many children. Why do you think Ann and John prefer a smaller family?

b. Choices about the size of families will be discussed in another lesson. What more would you like to learn about this?

Procedure: Part III--Serialized posters

1. Divide the learners into groups. Give each group a set of four posters. Ask the learners to look at the pictures and make up a story based on the pictures. They will tell their story to the other groups. The learners may arrange the pictures in any order they choose, according to the story they wish to tell.

2. All groups should tell their story to the other members of the class. Learners should point to the pictures as they tell the story.

3. Lead a discussion about the similarities and differences among the stories that have been presented. Consider the parts of the stories that relate to family structures in America, and the learners' reactions to them. Arrange discussion questions to focus on these points.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Family Structures."

Objectives of the Lessons:

1. Students can compare/contrast American and Vietnamese family structures.
2. Students can demonstrate an understanding of the issues relating to changing family roles in America.

UNIT 1

Objective: Students can compare/contrast the basic family units in America and Vietnam.

A. Nuclear family.
   1. Usually made up of the father, mother and children.
      a. Children who reach the age of 18 or marry usually live away from their parents.
      b. They may only get together for special occasions such as Christmas, weddings, birthdays, etc.
      c. Grandparents and other relatives usually live apart.
   2. Older relatives often live apart from their children, although this is not always the case.
      a. Some live in retirement homes or special apartments for senior citizens.
      b. Children are often encouraged to be independent by their elder relatives.

B. Extended Family.
   1. This type of family not only includes the parents and children, but also the grandparents, married children, aunts, uncles and other relatives.
      a. They may all live in the same household or in close proximity of each other.

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2. Older relatives usually do not live apart from their children.
   --They need not go to retirement homes or special apartments for senior citizens.

Teaching Methodology

A. Conduct a discussion on the types of family structures which exist in Vietnam. You might use some of the following questions as a guide.
   1. How many people are in a traditional family? How many are in a modern-urban family? If there are differences, what might be some of the reasons?
   2. What is the relationship between the family members? Do they all live in the same household? If not, where do they live?
   3. What would happen if a son or daughter got married? Would the married couple join the husband's or wife's family? Would the couple move away?
   4. How do the older people fit into the family structure? Do they stay with their children? Do they need special care from outside the home?

B. Conduct a discussion on the various types of family structures in the U.S.A. It is important to first find out what the students know about American families. Ask them what they have heard from friends and relatives in letters from the U.S.A.?

   After gathering information on what the students know already, then conduct an open discussion using the same questions under Section A.

   NOTE: Remember, regardless of the nationality of the teacher, you should try and relate your own family experience both at home and abroad in the discussion.

UNIT 2

Objective: Students can demonstrate knowledge of employment issues relating to changing family roles.

A. The primary wage earner in the U.S. is not necessarily the traditional head of family.
   1. Because of increased employment opportunities for women, they can often be the primary wage earner in a family.
   2. The high cost of living in the U.S. has often forced both the husband and wife to seek employment.
      --This sometimes results in both the husband and wife sharing the financial responsibilities equally.

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B. If both parents are employed, it seems natural that both should share the responsibilities within the home.

   1. Often both the husband and wife will share the cooking, cleaning and shopping duties.
   2. Also, if the couple have children, they will also share the child rearing responsibilities.

Teaching Methodology

A. Conduct a discussion on changing family roles and employment issues. You might use some of the following questions to generate discussion.

   1. Who brings the money home for the family? If both parents do, who brings home the most? Is it acceptable for women to seek employment outside of the home?
   2. Who does the bulk of the housework? Who takes care of the children? If both parents work, who do they have take care of the children?
   3. What does the family do socially as a group? Do they relax together? Do they practice a particular religion together? What, if any, keeps the family unit together and cohesive?

In your discussion with the students, make sure you make clear some of the changing patterns in the American family. Use the Unit 2 outline as a guide. Ask them how these changes might affect their own family life in America. Do they see any problems arising?

Teaching Methodology: Review of Lesson 33

Case History 1

Jim and Sue are married. They have 2 children. Jim works as an electrical engineer and makes a fairly good salary. But, even with the money he brings home, it is not enough to support his whole family. So his wife Sue gets a job. With their combined incomes, they are able to live comfortably.

Questions for discussion:

1. Who will take care of the household duties? Who will do the shopping? Who will pay the bills?
2. Who might watch the children while the parents are working?

Case History 2

Mary is 18 years old. Since she turned 18, she has been planning to leave home and find an apartment on her own. As soon as she finds a job that pays enough, she will move out. Her parents feel this is okay as long as Mary is able to support herself and live comfortably.

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Questions for discussion:

1. Why does Mary want to live on her own? Is it because she dislikes her parents? Could it be that she wants to be independent of her parents?
2. How do Mary's parents feel about her leaving? Do they think it is acceptable for her to do it? Why do Mary's parents feel she is leaving?

Case History 3

John and Lois have retired from work now for ten years. They are both 75 years old. Both of them have become physically ill and are unable to take care of themselves. They have decided to move into an apartment for senior citizens. All their children readily approve.

Questions for discussion:

1. Why did John and Lois decide to move into an apartment building for senior citizens? Why didn't they move in with one of their children?
2. Why did their children not ask to take care of them? Were John and Lois surprised they did not?

LIFESTYLES

Parent-Child Relationships

Purpose: Examine parent-child relationships in America.

A. Parent's Responsibilities

1. Enrollment and attendance of children in school
2. Inoculations
3. Children left unattended (e.g. without a responsible adult) and the possible consequences

B. Implications of Adapting to a New Culture

1. Children as teachers of parents
    - a. Their facility for English language learning and use
    - b. Their opportunities for increased social interaction
        1. In school (including dating)
        2. Through extra-curricular activities
        3. Through community youth programs
2. Peer pressure among youth to conform
    - a. Reflected in their physical appearance
    - b. Reflected in their attitudes
3. Attitudes toward the elderly (including possible role changes)
    - a. The elder as an advisor
    - b. The child as the provider of financial security

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was
submitted by SCF/EIL in Indonesia.
This material was developed for use in the presentation of
the information in the lesson " Parent-Child Relationships
."

Purpose: Examine parent-child relationships in a new culture.

A. PARENT'S RESPONSIBILITIES

ACTIVITY - In 5-6 small groups, have the students pick a recorder and list what were parents' responsibilities towards their children in ________. On the other half of the paper ask the students to write what will their responsibilities be for their children in the United States. Mention Education and Child care practices. Write the combined lists on the blackboard. Add these points if the students did not mention them.

EDUCATION

1. Enrollment in school.
2. Innoculations for school (Immunization).

CHILD CARE

1. Leaving children unattended (talk about consequences).

B. IMPLICATIONS OF ADAPTING TO A NEW CULTURE

Ask students how they think their children will change in the United States?

Will they dress and act like Americans?

Will they want to date?

Will they learn English and American culture faster?

How will these changes affect their attitudes towards their parents?

Parent-Child Relationships

MINH'S* STORY

Minh arrived in the United States in 1977 with his father, mother and his brother and sisters. Minh was 11 years old when he arrived.

Minh enrolled in the local school, where he learned to speak English well in a very short time. He also had very many American friends. Minh would translate for his parents, help them with writing checks to pay the bills and help them with the many different customs in the United States.

This year Minh started to dress and act like his American friends. He told his parents he wanted to begin dating like his American friends. His parents said no because he was too young. Minh became very angry and refused to translate for his parents anymore. His parents became angry, too! Minh began to act more and more like Americans. He seemed ashamed that he was (insert nationality). When Minh's father would tell him how he should behave or try to correct him, Mihn would say: "You don't know the ways of this country, so you cannot tell me what to do".

Minh's parents went to visit refugee friends who had been in the United States since 1975. They asked their friends what they should to make Minh obey the old ways in _________.

Their friends told them that they had similar problems with their son. They had learned there are 3 ways for children and parents to act in the United States. The traditional way - parents and/or their children act the same way they did in their native country.

The American way - parents and/or their children try to forget the past and do everything like Americans.

The Middle way - parents and/or their children choose a way of life that combines the customs of America and the native country.

Eventually, Mihn and his parents came to an agreement about the ways to live in the U.S. Minh became proud of his culture and his parents learned more about the U.S.

Which of these 3 ways was Minh's parents acting?

If Mihn and his family are going to live in harmony which of these 3 ways should they choose?

In the United States will the parents always know more than the children?

Can children teach their parents in the United States?

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* Change to a name which is appropriate for your student group.

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Parent-Child Relationships."

UNIT 1

Objective: Students can demonstrate knowledge of parents responsibilities toward children in the U.S.

A. Who is responsible? In the U.S., child care is considered a joint responsibility of both parents. Mothers and fathers are held legally responsible for the welfare of their children.

1. Parents are responsible for enrolling their children in school and seeing that their children attend school.
   Attending school is mandatory until the age of 16 for children. If the parents fail to keep this responsibility, they can end up in serious trouble with the local authorities.
2. Innoculations against diseases (ex. DPT-diptheira, tetanus, M.M.R.-Measles, Mumps, Rubella) will be required for children before they can enter school. Parents are also responsible for providing for their children's medical care.
3. It is considered unwise to leave a child unattended either in your home or in public areas. There should always be a responsible, mature person to look after children (ex. Do not leave 2-4 year old children unattended for a day, or attended only be their 9 year old sister).
   a. If it is discovered that you leave your children alone for long periods of time, you can be sued by the government for negligence. In extreme cases of this kind, children have been taken away from their parents and placed in public homes.
   b. In urban areas especially, children left unattended are exposed to the dangers of heavy traffic and also individuals who might want to harm them.

Teaching Methodologies

UNIT 1: For all levels

Materials needed: Pictures cues for examples: school classroom, doctor giving an innoculation, a child alone in a

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house or using a key to open the door to his/her home.

Before presenting information ask the following questions:

1. Who in the class has children?
2. Who in the class plans to have children?
3. What are the responsibilities of parents toward children in Vietnam?
    a. What are the laws regarding these responsibilities?
    b. What can happen if the parents are irresponsible?
4. Do parents now living in the Transit Centers have new or different responsibilities towards their children?
5. Do you think parents will have new or differnt responsibilities in the U.S.?

(You might use pictures to cue students.)

(If students give a good list fill in the gaps. If the list has many missing items, lecture with the use of picture cues and pantomime.)

UNIT 2

Objective: Students can demonstrate knowledge about the implications of adapting to a new culture.

A. Children as teachers of parents. Children, due to their young age, often adapt to a new language and new culture quickly.

1. Due to their ability to adapt and to learn English quickly, children often become interpreters for their parents and even assist the parents in the language learning process.

    (A word of caution - The role of interpreter can be seen as one of helping communication and translating not decison making.)

2. Children have opportunities for increased social interaction as they are outside the family for long periods of time.
    a. In school.
    b. Extra curricular activities.
    c. Through community Youth programs.
       --Most American children participate in organized group activities, i.e. YMCA, Boy Scouts, Girl Scouts, etc.

B. Children usually experience peer pressure to conform.

1. This is usually reflected in their physical appearance.

    Example: Dressing the same, like Blue Jeans and T-shirts.

2. Also, the desire for conformity is reflected in their activities.

   Example: The use of slang that only young people understand.

C. Children have various attitudes toward their elders in the U.S.

1. These attitudes change with regard to children's age and experience.
   - a. Elders can be perceived by children as advisors or authoritarians, or a mixture of both.
   - b. Children in America are taught to expect a reasonable explanation rather than to accept without reason. --Absolute authority is often questioned.
2. In the U.S., most children do not provide financial security for their parents.

D. If problems and conflicts arise between parents and children, some possible solutions are:

1. Seeking counseling from the following places:
   - a. M.A.A. staff, or counselors.
   - b. Refugee organization staff, or counselors.
2. Try to understand the pressures both parents and children are under in a new society.
3. Be sympathetic and caring to help each other adjust.

Teaching Methodologies

UNIT 2 - A: ROLE PLAY

Interpreter: Teenage child
A student : Adult (mother or father of child)
Teacher : Landlord.

Situation : The parent has a question about a notice (in English) from the landlord. The parent cannot read the notice. The teenage child also does not understand the notice. but is able to speak English well enough to communicate with the landlord. The parent and child go to the landlord to try to get an explanation.

THE NOTICE

The exterminator is available to visit your apartment on Tuesday or Thursday morning from 8 A.M. to 10 A.M. Please notify the landlord which day you prefer.

Landlord: (Speaking rapidly in English) The exterminator is available to come only on Tuesday or Thursday morning from 8 A.M. to 10 A.M. If you need him, it is necessary to make an appointment through me.

Teenager: What is an exterminator?

Landlord: A person who will check your apartment for insects. He will then place poison around the apartment to kill them. However, it is dangerous for small children.

Teenager: (Turns to parent in Vietnamese) The landlord wants to kill the bugs.

Parent: (looks confused)

Teenager: (speaking English to the landlord) Come on Thursday. Thank you very much. Good bye.

(Teenager walks away with parent who still looks confused).

After the Role play: Have the interpreter read through the parts again, saying everything in Vietnamese, making sure all the students understand.

Discussion:

1. Do you know what the notice was about?
2. Who chose which day the exterminator would come?
3. How do you think the parent feels?
4. What could the parent do to change the situation?
5. What could the child do to change the situation?

Conclusion:

Explain to students that often children have a role as translator and therefore sometimes make decisions. Try to lead a discussion on the adaptation to a new culture and how parents and children need much sensitivity and understanding to deal with these changing roles with the family.

UNIT 2 - A - 2: ROLE PLAY

Interpreter: Parent
Student : Child
Teacher : American Guest

Situation: American is visiting a Vietnamese family in thier home.

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Parent: (In Vietnamese, very modestly) Oh, Mr./Mrs. Miss________, thank you so much for coming to visit us.

Child: (In Vietnamese) Oh, Dad! Call him/her________________ (first name). You sound so old fashioned saying Mr./Mrs./Miss.

(In English to American guest) My dad - he's real old fashioned and his English is no good.

(Child acts embarrassed and obviously angry with his parents).

American guest: (Stands quietly and looks confused).

After the Role Play:

Have interpreter read through the parts again, saying everything in Vietnamese, making sure all the students understand.

Discussion:

1. What happened?
2. What is the child's attitude towards the parent?
3. What could the child do to change the situation?
4. What could the parent do to change the situation?

Conclusion:

Children of all cultures go through a stage where they are exasperated by their parents, but combined with culture shock, these rifts can be more damaging. Most American families have gone through this at some point in their family history.

UNIT 2

B. Try to engage students in a discussion about peer pressure in Vietnam and in the camps.

Example: 1. Are there certain kinds of clothing that are really popular now?

2. Do you feel pressure to do certain things or to act a certain way?

3. Does this need to confomr with your peers ever conflict with your parent's wishes?

C. 1. What is the attitude of children toward their parents in Vietnam?
--In Vietnam, if a teenager had a problem with his teacher in school, who would he go to for help and advise? In the U.S.?

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ROLE PLAY

Teacher: Parent
Student: 13 year ols child
(Interpreter translates the following)

Parent: You are not to go to that party! I forbid it!

Ask students:
1. What happened?
2. Is this a typical Vietnamese scene?

Parent: I do not what you to go to that party because the parents will not be there and I don't think it's right, or safe to be at a party where no adults are present. Also, the parents are out of town so I cannot contact them to make sure they have given permission for this party. While you live with me I am responsible for you. and you should respect my wishes and my advice.

Ask student:
1. What happened?
2. Is this a typical Vietnamese scene?
3. Do you think this is a typical American scene?

C. 2. Ask older members of the class:

1. What do you feel are your children's responsibilities towards you?

Ask younger students:

1. What are your parents' responsibilities to your grandparents?
2. What are your responsibilities to your parents?

Conclusion:

Try to talk about children in the U.S. and conflicts over financial responsibilities. Stressing that they may see and hear of treatment of older people which is in conflict with their own values and their children may adopt some of these American values.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in the lesson " Parent-Child Relationships ."

*Save the Children Federation, Experiment in International Living, and World Education

Objective: Learners can compare and contrast their attitudes with examples of common American attitudes toward parent-child relationships. Learners can identify possible points of conflict.

Preparation: In your training group, study the content in the outline or this lesson. Discuss effective ways to present the content. Decide what visual aids would be useful. You will need four sets of serialized posters for activity 5. Decide which of the avtivities will be appropriate for your learning group. Are there other activities you can thingk of? How will they help the learners meet the objective? Share your ideas with the group.

Suggested activities: Select and adapt according to the needs of your learning group.

1. Present the content as suggested by your training group.
2. Present the list "American Attitudes about Children and Parents--Some Examples." Ask groups of students to make similar lists of their own attitudes and ideas about parents and children. Compare the two lists:
    a. What are the similarities? What are the differences?
    b. What are issues of possible conflict? How can you avoid conflict?
    c. Do you think it will be easy to adjust to American attitudes about children? Why or why not?
3. In your training group, design some role plays or stories about children, parents, and teenagers in America. These should be cross-cultural incidents based on real or possible conflict. Dramatize or present these cross-cultural incidents in a way that will start discussion. Include discussion of the probable consequences of various actions. Follow each presentation with questions like these:

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   a. Is there a problem here? What is the problem?
   b. What are the attitudes of the people in the story?
   c. Who in the story do you think would benefit by a change in attitude?
   d. What advice would you give the people in this story?

Here are some sample cross-cultural incidents to get your thingking started:

   a. Leuh and Ua have gone to visit friends. Their two young children are home alone. Among the things for them to play with are some knives, matches, and cleaning fluid. The sponsor arrives and finds the children alone. He is very upset. He finds an interpreter, and goes to talk to Leuh and Ua.

   b. Pun is on a public bus in a large American city. Her daughter Sal is now very much in need of them. Pun holds little Sal in the aisle, while Sal lets fly her cargo. Some Americans on the bus begin shouting: "Get that kid out of here!!"

   c. The children at Araiwa's house are always playing in the neighbor's yard. Sometimes they take things from around the neighbor's house, and once they stepped on some flowers in the garden. The neighbor is angry and calls the sponsor. The sponsor is upset too. But Araiwa says this is not his fault. His wife must be the one to watch the children. "Discipline for the children is women's work," he says.

   d. Little Duanjai is 16 years old. She goes to a high school near her home. Chuck, one of the students at the school, is a football player. He thinks Duanjai is beautiful. One day he talks to her after class and asks her to go to the movies with him on Saturday. Duanjai says OK. But when she gets home, her father says NO. There is an argument.

4. You or someone you know may have first gone to America as a teenager. You or that person can speak to the class about how the attitudes of a teenager might change in America, and why. Perhaps you can think of some particular incidents. Encourage teenage students to imagine what they might have done in the same situation.

5. Serialized posters

   a. Divide the learners into groups. Give each group a set of 4 posters. Tell the learners to use the pictures to tell a story they wish to tell.
   b. Ask each group to report.

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c. Discuss the attitudes suggested by each story. Point out the similarities and differences between the attitudes of the stories and American attitudes.

Evaluation

1. Ask closed-ended comprehension questions about the content of the lesson. Record the results.
2. Set up a role play. Some students can act as sponsors. Others can act as a newly-arrived refugee family. As the refugee family asks questions, the sponsor group can explain American ideas about raising children.

A. Parent's responsibilities

1. School
    - a. Make sure your children are enrolled in school. Your sponsor or sponsoring agency will help you with this.
    - b. Make sure your children go to school according to schedule.
2. Innoculations
    - a. Public health regulations require that all children get innoculations (shots) for protection against certain diseases.
    - b. Your sponsor or sponsoring agency can advise you about public health regulations in your area.
3. Watching the children
    - a. Young children, aged about 10 or less, should be watched carefully. You should always know where they are, what they are doing, and whom they are with. This is expected in America.
    - b. If you go away to shop, work, or visit friends, your young children should not stay home alone.
    - C. Babysitters are friends, relatives, or older brothers or sisters who "sit" with the baby while you are working or doing something else.
        1. It is sometimes customary to pay the babysitter.
        2. A good babysitter knows how to use the telephone.
    - d. Another place to get care for the children while you work is a day care center or child care center.
        1. These centers are like schools for very young children.

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2. There are many good day care centers in America.
3. Your child can have fun and learn too at a day care center.
4. While your child is at a day care center, you can be earning money for the family.
5. Sometimes days care centers are free. Sometimes you must pay. Find out what is available in your community by asking the sponsoring agency or an MAA.
6. Some of the camps have day care service. This is a good way to learn how a day care center works. Send your child there while you study about American life and American language. You will learn more, and your child will have fun.

e. Consequences of leaving young children alone.

1. If young children are often left alone, or if children get into trouble while the parents are away, the parents may have big trouble with the police.
2. There are laws protecting children. Americans feel that it is good to have laws like this.
3. In America, parents are expected to control and watch their children. This is the responsibility of all parents in America. Trouble for your children will usually mean trouble for you too.

B. Implications of adapting to a new culture

1. Children who learn fast

   a. Often children who go to America learn about American life and American language faster than their parents.

   b. Some parents use children who learn fast to help them with many things. Some parents get angry about this.

2. Changes as children get used to a new society

   a. Teenage boys and girls begin to go places together at an early age. This is called dating. Often, teenagers get used to this quickly. Many times their parents do not approve, and there are conflicts.

   b. Every school has activities that interest children and young adults. These activities take place after school hours. Students who participate come home late. This is difficult for some parents to accept. (Sports, drama, dance, music...)

c. The local MAA or youth center may have special activities for children or teenagers. There are many opportunities for children to meet Americans. Children usually learn quickly.

3. Influence of American youth

   a. Your children, especially teenage children, will probably imitate American fashions.

   b. Your children may change their attitudes and ideas more quickly than you, as they adjust to American culture. This is sometimes hard for parents to accept.

4. Attitudes toward the elderly--how many Americans feel

   a. After age 20 or so, young adults may still ask their parents for advice. They may or may not follow the advice.

   b. Many young adults do not feel it necessary to obey or follow the advice of their parents. They want to think for themselves.

   c. Young adults value the right to make their own decisions, independent of their parents. This is part of their feeling of freedom and independence, and self-reliance.

   d. Some young adults help their parents financially, after their parents are older. Many do not.

   e. Social Security is responsible to give financial help to older people. (After age 63-65, and up)

C. Discipline--attitudes commonly found in America

Spanking or beating children

a. Most Americans feel this should be avoided, especially in pulbic.

b. Americans read books or watch TV programs to learn more about solving children's behavior problems. Americans often use psychology, rather than a stick.

c. Beating children is illegal, if the child is injured during the beating. Every year, a number of mericans go to jail or pay fines for beating their own children or their wives. You must find some other way to discipline your children.

d. In many areas, it is illegal for a teacher to touch a child. Teachers have payed fines, gone to jail, or lost their licenses for this.

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e. You must have already guessed, Americans are very sensitive about beating children and women. If you beat your child or your wife, and someone finds out, you can expect big trouble.

AMERICAN ATTITUDES ABOUT CHILDREN AND PARENTS
Some Examples

After a child is 16 or 17 his/her behavior is set, for the most part. There is not a lot parents can say after that. Not much that parents say will change the behavior, after a child is 16 or 17.

Children should learn to be away from their parents some of the time. Babies should sleep away from their parents as soon as possible. Parents should have some free time, away from the children. This encourages independence and self-reliance, which are important in America.

Children need to learn to think independently, and not depend on their parents to tell them everything. Children should be given some responsibility, and asked to make some decisions for themselves, even at an early age. This, will help them to be successful in life.

It is better to praise a child for good behavior than to punish him/her for bad behavior.

It is never good to spank a child, especially in public. Parents who spank or beat their children are those with a bad temper, or those who are uneducated and cannot think of any better method for raising children.

Children grow up at age 19 or 20. After that, they should move away from their parents and support themselves, whether they plan to marry or not. This is part of showing success and independence.

Children are difficult to understand, especially teenage children. The times are different than when parents were young themselves. There have been many changes. Sometimes it is necessary to seek advice from a teacher, minister, or child psychologist.

It is the quality, not the quantity, of the relationship that makes love between parents and children. It is not necessary that mother and child are together all the time. It is necessary that the relationship is loving when they are together.

REMEMBER: NOT ALL AMERICANS SHARE THESE ATTITUDES. These are some examples of attitudes you may meet. How do you feel about these attitudes? Do you agree with them? Are they different from your ideas? Will you be able to accept attitudes like these?

SPONSORSHIP AND RESETTLEMENT

Overview of the Resettlement Process

Purpose: Show the student the importance of cultural orientation.

A. Introduction to the Transit Process from Camp to New Home in America

B. Introduction to the First Few Weeks of Resettlement

1. Obtaining Social Security card
2. Meeting medical needs
3. Enrolling children in school
4. Finding housing
5. Finding a job

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 2 - " Overview of the Resettlement Process."

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Communication and Social Strategies--Lesson 3

Activity: Open-ended story with role-play

Objective: Given a sample story of a domestic resettlement problem, the learners could identify the problem and inventory solutions.

Preparation: Prepare this story well with your teacher aide. Notice that there are questions after each part of the story. These questions are of two types:

1. Closed-ended questions that ask for factual information about the story. These measure whether the learners are following.
2. Open-ended questions that are used to start discussion. Take a copy of You're on Your Way.

Procedure:

1. Review the story of Mr. Blue, Mrs. Pink, little Orange, the daughter Green, Mr. Grey (the _________ refugee), and Peter and Linda (the sponsors.) This story begins in Preparing for Transit--Lesson 4. and continues in Preparing for Transit--Lesson 8. Ask the learners what they remember about each of the characters.
2. Tell this part of the story:
   "Mr. Blue, Mrs. Pink, little Orange, and daughter Green were tired after the long trip to America. They put on the winter coats that Peter and Linda had brought for them. They smiled a lot at Peter and Linda, who smiled back. They said, "Hello," but they were too tired to say much else in English. But they did talk very quickly and excitedly to Mr. Grey, the ____ refugee who had been living in Portland and who had come to the airport with Peter and Linda. They told Grey about the plane ride to America, and, of course, they asked him many questions. After they gathered the luggage, they all

got into Peter and Linda's car. They went to Peter and Linda's house for supper. After that, Peter and Linda took Mr. Blue and Mrs. Pink and their family to the new apartment."

Ask, "What did Mr. Blue and Mrs. Pink say to their sponsors. Linda and Peter?"

Ask, "Do you remember how Peter and Linda had prepared the apartment? What things did they put into the apartment? How much will the apartment cost? Who will pay?"

3. Tell this part of the story:
"During the next week, Linda and Peter took Mr. Blue and Mrs. Pink to many places. Sometimes little Orange and daughter Green went along too, but sometimes a babysitter, a friend of Linda and Peter, would watch the children at the apartment while Mr. Blue and Mrs. Pink went out with Linda and Peter. Linda and Peter took them to see the supermarket, the shopping center, a nearby park, and to visit the homes of other ______________ refugees. Most important, they went to a government office, the social security office, to register for a social security number."
Ask, "What places did Linda and Peter take Mr. Blue and Mrs. Pink?" Ask, "Did you notice that sometimes the children stayed home? Why did Linda and Peter want the children to stay home some of the time? Ask, "Did you read the book You're on Your Way? What can you remember about the social security number? There is a picture of a social security card on page 33. Have you ever looked at this? (Show the learners the picture on Page 33).

4. Tell this part of the story:
"Later in the week Linda and Peter took the whole family to a nearby school where little Orange and daughter Green were enrolled in regular primary school classes and special English-classes. In the meantime, Linda and Peter and many friends had been helping to look for jobs for Mr. Blue and Mrs. Pink. At first, they were lucky. Mr. Blue was hired as a night-time janitor in a large office building where a friend from the church was manager. Peter and Linda told Mr. Blue that he should try to do well in this first job so that later he would qualify for a better and higher-paying job. They said this job was fine for a start. But Mr. Blue was not sure. He had been a farmer in ____________, so this job was not something familiar to him. Soon after this, Mrs. Pink herself got a job. She had been learning English quickly. She was hired part-time at a nearby supermarket."
Ask, "What will the children do during the day?"
Ask, "What kind of work will Mr. Blue do? Why is it important that he do well at this job?"
Ask, "How do you think Mr. Blue feels about this job? How would you feel?"
Ask, Why do you think Mrs. Pink got a job too? What do you

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think about this?"
Ask, "How will it help the family if both Mr. Blue and Mrs. Pink are working? What are the advantages of this? What are the disadvantage.

5. Tell this part of the story:
"Keeping an American apartment neat and clean can be a big job. Because both Mr. Blue and Mrs. Pink were working, they shared the work of house-cleaning. Daughter Green was learning to help. Linda and Peter and their friends had shown the family how to use the many products and utensils that Americans use to clean the house. Mr. Blue went to work in the evening. Mrs. Pink worked in the afternoon. The children went to school all day. Everyone helped to keep the house clean. Because both Mr. Blue and Mrs. Pink were working, soon there was enough money to pay the rent, buy the food, and buy some extra things too. Three times a week, Mr. Blue and Mrs. Pink studied English. Everything was going smoothly, Peter and Linda were happy, and Mr. Blue and his family were happy.
Ask, "Who helped keep the apartment clean?"
Ask, "What things did the family need to learn about cleaning an American house?"
Ask, "Why is it important to keep an American house clean?"
Ask, "How did the family get enough money to pay the rent, buy the food, and buy some extra things too?"

6. Tell this part of the story:
"After three months, though, something went wrong. Mr. Blue became irritated about something. Many people noticed that something was wrong, but no one knew the reason. Peter thought it was because Mr. Blue had to work late in the evening. Linda thought it was the low pay. A neighbor thought it was because Mrs. Pink was doing different things now, working outside the house, earning money, and learning English quickly. Mr. Blue was doing different things too, sharing with the housework. No one knew for sure what the problem was. But one day Mr. Blue came back from work in a very bad temper. He had an argument with Mrs. Pink. Very angry, he hit her several times, then he left the house. Mrs. Pink, very upset, telephoned Mrs. Grey, Mr. Grey's wife. Mrs. Grey telephoned Peter and Linda. Now everyone was upset."
Ask, "What do you think caused Mr. Blue's bad temper?"
Ask, "What is the problem here?"
Ask, "What do you think Mrs. Pink should do?"
Ask, "What do you think Peter and Linda will do?"
Ask, "What should Mr. Blue do?"

7. Now the learners should retell the story in their own words.

8. Suppose Peter and Linda called for a meeting to discuss

this problem. They asked Mr. Blue, Mrs. Pink, Mr and Mrs. Grey to join for a discussion to find some solutions to this problem. Ask several groups of learners to role-play this discussion. When one group finishes a presentation of this role-play, let another group begin.

9. Follow the role-play with a discussion. Ask the following questions and any others you think appropriate:

   a. What was the problem?
   b. What caused the problem?
   c. How can a problem like this be avoided?
   d. How can a problem like this be solved?
   e. Do you think many refugees have problems like this? Why or why not?

Insert Page: 39.5

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 2 - " Overview of the Resettlement Process."

*Save the Children Federation, Experiment in International Living, and World Education

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Communication and Social Strategies--Lesson 4

Activity: Listing your needs.

Objective: Learners can list needs over several days and respond when asked, "What do you need?"

Preparation: You will need newsprint and felt pens.

Procedure:

1. Divide the learners into groups. Pass out newsprint and felt pens. Set the first situation.
   "Suppose some Americans will go to live in your village for several days. You will not be there to help them. Before they go to the village, they ask you, "What will we need?" Make a list for them of the things they will need. Use pictures or words."
   The teacher should help any learners who have trouble getting started.
2. Ask each group to report. Each group should explain its list to the other groups.
3. Set the second situation:
   "Suppose a friend will come to live in your house in the camp for three days. However, you will not be in the camp. You will be on your way to the USA. Your friend asks, "What will I need to stay in your house for three days? Make a list for your friend. Use pictures or words."
4. Ask each group to report.
5. Set the third situation:
   "Suppose you yourself are going to live in an American home for three days. Your sponsor must go to another city to visit a sick friend. Your sponsor will not be there to help you. Your sponsor says, I will go away now for three days. What will you need while I am gone?" Make a list for your sponsor. Use pictures or words."

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The teacher should help anyone who is slow to begin.

6. Ask each group to report.

7. Set up a role play. Ask several learners to role play a family who has been living in America only a short time. Ask one or two other learners to role play the sponsors. The sponsors must go away for several days. They ask the family, "What will you need?"
The learners should role play this conversation.

8. Repeat the role play with other groups of learners.

9. Review the need lists for the first, second, and third situations. Lead a discussion:

   a. How are the lists different for village, camp, and USA?
   b. In what ways are the three lists similar?
   c. What kind of needs are common to life whether in the village, camp, or USA?
   d. What needs are special to each situation?
   e. When you go to America, what needs will you be able to meet by yourself?
   f. What needs will require help fromother people? Who can help with these needs?
   g. Why is it important to be able to make your needs known to others?

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Overview of the Resettlement Process."

OBJECTIVES OF THE LESSON:

1. Students can give a brief description of the transit process from camp to their new home in the U.S.A.
2. Students can list some of the initial steps in their resettlement process.

UNIT 1

Objective: Students can briefly describe some of the steps in their transit process to the U.S.

A. Prior to their flight to the USA.
    1. ICEM Medical Check.
    2. Packing belongings properly.
    3. Make sure all documents are collected properly.

B. Departure Day.
    1. ICEM staff will take you to airport.
    2. You will receive an ICEM bag at airport.
        a. Very important documents enclosed - Do not lose them.
    3. You will be assisted on the plane.

C. In-Flight.
    1. Safety on an airplane.
        a. No smoking signs.
        b. Emergency procedures.
        c. Familiarity with signs.
    2. Aircraft Structure.
        a. Luggage storage (carry on)

  - b. Lavatories.
  - c. Seats.
- 3. Flight Procedures.
  - a. In-flight meals.
  - b. Infant services.
  - c. Flight discomfort - remedies.

D. Arrival at Final Destination.

- 1. Sponsor will greet refugees at final destination.
  - a. If sponsor is not there, use a telephone and call sponsor from telephone, number on sponsorship paper.

TEACHING METHODOLOGIES

UNIT 1 - A: The proper Amount of Luggage and How to Pack

Materials needed: One proper size flight bag.
Some plastic bags and boxes not packed tightly.

Directions: Show the students the proper size of the suitcases and examples of how and what not to pack.

UNIT 2

Objective: Students can describe relevance of C.O. Class to initial resettlement needs.

A. Cultural Orientation class relates to needs refugees encounter in the U.S.

- 1. Previous problems refugees encountered have helped formulate this course.
  - a. Problems in job interview.
  - b. Not paying one's rent on time.

B. Initial steps in the resettlement process.

- 1. Obtaining a social security card.
- 2. Medical needs - T.B., Immunizations.
- 3. Education for adults and children.
- 4. Finding Housing.
- 5. Finding a job.

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NOTE To the Teachers: Teachers should consistently relate above points to items being taught throughout course. Students should be aware of the importance of this course. It might be the only C.O. training they'll get.

TEACHING METHODOLOGIES

UNIT 1 + 2: Overview of the Resettlement Process Slides.

Materials needed: Slides.

Directions: The slides have been set up in lesson point order, use them to introduce each topic and then allow for further discussion.

UNIT 2 - B: Social Security Card.

Objective: Show the students what a social security card looks like.

Materials needed: A poster size social security card in true colors and a poster size S.S. application form filled out.

Directions: Allow the students to examine the social security card and become familiar with the information the application requires.

REVIEW FOR ENTIRE LESSON

* Objectives: To both introduce the material to be covered in the lesson and to test for comprehension at the end of class.

Directions: In the beginning of the class with the following questions or the blackboard in English - Chinese/ Vietnamese. At the end of class call on students to answer the questions orally.

1. Must you bring food with you for your plane trip to America?
2. How much luggage can you take with you?
3. What is a social security card? How can you get one?
4. Why is it necessary to get a medical check-up before and after your trip to America?
5. How do you find a job in America?
6. Why is this cultural orientation course important?

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* Case Histories

Directions: After you read each case history, have the students identify the problem and how it could have been avoided.

Case 1. A. Situation.

A Vietnamese family gets to the airport with three large suitcases per person, despite warnings only to take one piece each. The attendant at the check-in counter charged them $600 in overweight baggage fees.

B. Interpretation.

Each person must only take one suitcase and one flight bag on the plane. Leave unnecessary articles here, don't bother taking them to the States.

Case 2. A. Situation.

Two Vietnamese men rented an apartment together when they first got to the States. Not knowing how to pay the bills arriving in the mail they simply threw the notices out. Finally after 3 months their electricity was turned off.

B. Interpretation.

Bills must be paid on time or else the service might be cancelled or a bad credit rating could result. If you don't understand how to pay (or read) a bill ask your sponsor immediately. We will discuss how to read and pay bills later in this course.

Case 3. A. Situation.

The first time a Vietnamese wife went to the supermarket, she found the food looked very different from what she bought in Vietnam. Instead of fresh fish and vegetables, she found many canned and frozen foods. Not understanding English, the woman bought a few products and put them in the closet. A few days later, she attempted to cook the food but found it had spoiled.

B. Interpretation.

Supermarket shopping in America will be very different with what you are used to in Vietnam. In this class you will learn how to buy and store food.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Overview of the Resettlement Process."

Purpose: To show the students the importance of the cultural orientation program as it relates to the resettlement process.

Activity 1: Brainstorming course content.

Materials needed: Course outline

Procedure:

I. Introduction

A. T explains purpose and method of brainstorming

1. L's should pick a recorder for group.
2. Recorder should record all L's ideas without judging or editing them.
3. All L's should contibute at least one idea.
4. T states purpose: to get ideas of what L's want to learn. "What do you want to know about your life in the U.S.?"
5. T asks L's to break into same groups as in previous activity.
6. T asks L's to choose a recorder.
7. T requests that each group list at least 8 ideas, one from each member of the group.

II. Brainstorming

1. T and Tr circulate, listen and assist information of groups.
2. T and Tr may give a few sample ideas to group members if no one is saying anything.

III. Feedback

1. T asks recorder of the group which won the previous game (see Classroom Orientation) to read the brainstorm list. T announces "Going 1st is your prize!"

2. T records list on board.

3. T asks recorder of each group (one at a time) to add any ideas from their group which are not already on the board.

4. T adds any major content categories onto final student list, referring to Course Outline.

Activity 2: Picture exercise: refugee expectations.

Materials needed: Large pieces of paper for L's to draw on. Extra large pieces of paper & marking pens for T. demonstration.

I. Introduction

A. T explains that we'll sometimes express ourselves in this course with pictures because "one picture is worth a thousand words".

B. T explains that each student should draw three pictures of self:

1. "Myself in native country" (past)

2. "Myself in Galang" (present)

3. "Myself in the U.S." (future)

C. T folds own paper into three section and draws stick figures of B1 and 2 above. For third picture T draws picture of self on next trip to TJP or Singapore, etc.

D. Tr draws picture on paper of categories B1, 2 , 3, above.

E. Pictures that T & Tr draw should be planned in advance. They should be pictures that can be interpreted in at least two different ways.

F. T and Tr hand out paper and ask learners to draw their own pictures.

II. Interpretation

A. T asks learners to stop drawing.

B. T shows his/her own picture to Tr & class.

C. T asks Tr to tell him/her what Tr sees in T's pictures. T should ask Tr to simply say what he/she thinks is going on, not ask T questions about pictures.

D. As Tr. talks, teacher:

1. Does not nod, smile or react in any way.

2. Does not answer questions. If asked, T says "What do you think?"

E. After Tr interprets, T explains what he/she really meant by these pictures.

F. Now T interprets translator's pictures. This time T says "I'm going to break the rules? See if you can notice all the things I do wrong".

G. T "interprets translator's pictures by:

1. Asking questions

2. Looking for response from Tr

H. T contrasts the two ways of interpreting, pointing out that it is very important not to break the rules for this exercise to be effective.

I. T asks learners to interpret each other's pictures in pairs:

A. X interprets Y's pictures

B. Y explains his/her own pictures

C. Y interprets X's pictures

D. X explains his/her own pictures

J. After interpretation exercise T conducts discussion about:

1. Differences in different peoples expectations & backgrounds

2. What this method of interpretation reveals about each person's values.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by Pragmatics in Thailand.

This material was developed for use in the presentation of the information in the lesson " Overview of the Resettlement Process."

A. The transit process from camp to new home in the United States.

The process of moving from this camp to a place in the United States has several steps. In this class hour, the process will be introduced: that is, the students will be given a general idea of what the process includes. In later lessons, more details will be given about various steps in the process. These steps include (1) what will happen in camp before the student leaves; (2) what will happen at the airport; (3) what will happen on arrival in the United States; (4) how the students will travel to their final destinations.

1. Prior to the flight. Before leaving the transit center (where the students will go after leaving the holding center), certain things will be checked. Then the students will be taken to the airport. They will be given the papers (i.e., tickets, etc.) necessary for the airplane trip to the United States.

2. At the airport. In preparation for boarding the airplane, certain things are necessary at the airport. Among these things, the students will go through security checks and customs. They will then board the airplane and fly to the United States. (Details about the flight itself will be given in a lesson near the end of this course.)

3. Arriving in the United States. The students will arrive in the United States either at Hamilton Air Force Base in California or at some other place, such as Seattle, Washington. They must go through the immigration process there. After collecting their luggage, they must also go through the customs process.

4. Travel to the final destination. Most students will continue on to another place in the United States. In most cases, the students will have to continue their journeys, often by air. Those who continue their journeys by air may have to stay overnight at the first point of arrival, in which case, they will be given

a place to stay for the night. Others may continue their journeys immediately, again often by plane. Wherever the final destination is, the student will most likely be met by someone--the sponsor, a representative of a voluntary agency, etc. In the unlikely event that the student is not met by anyone, he will learn what to do in order to get help.

B. The first few weeks of resettlement

During the first few weeks that the student is in the United States, there are certain things that must be done. During this class hour, these things will be indicated in a general way. During later class hours, these things--and others--will be discussed in greater detail.

1. Finding housing. The first thing the student must do after he arrives at his final destination is to find a place to live. In some cases, someone--either the sponsor or someone else--will probably have done something already concerning the place to live. If nothing has been done, the student must find a place to live for himself. In a later class hour, the student will be told how to find a place to live.

2. Obtaining a social security card. The next thing the student must do is to obtain a social security card. Everyone who works in the United States must have a social security card. There are many people who work illegally in the United States because they do not have a social security card. However, if the student wants to live in the United States as a law-abiding citizen, he must have one. In a later lesson, social security cards will be discussed in greater detail.

3. Finding a job. After getting a social security card, the student must find a job. In some cases, the sponsor may already have made some contacts about finding a job before the student gets to the United States. In most cases, probably, the student will have to find a job for himself after he gets there. Again, in later lessons, more will be explained about getting a job in the United States.

4. Enrolling children in school. Another important thing that must be done very soon after the student has arrived in the United States is to enrol his child or children in school. In general, children are required by law to attend school from the ages six to sixteen. Again, more will be explained about the educational system in the United States in later lessons.

5. Meeting medical needs. The final important thing, in this general overview of the resettlement process, is the matter of meeting medical needs. Health is, of course, very important. A person with a place to live, with a job to do, and with children enrolled in school must be in good health. Several class hours later in this course will be devoted to health and medical problems.

SPONSORSHIP AND RESETTLEMENT

Refugee and Sponsor Expectations

Purpose: Help the student develop realistic expectations toward sponsors.

A. Expectations Sponsors Commonly Hold

1. Range in quality of sponsorship
2. Range in length of sponsorship
3. First impressions: stereotyped profile of a refugee

B. Expectations Refugees Commonly Hold

1. Quality of sponsorship
2. Length of sponsorship
3. Letters from USA to camp: identifying common misunderstandings

C. Interpersonal Relationships between Sponsors and Refugees

1. Communicating in a new language
2. Importance of cultural orientation as on-going learning experience

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "Refugee and Sponsor Expectations."

OBJECTIVES OF THE LESSON:

1. Students can describe expectations refugees commonly hold toward sponsors.
2. Students can describe expectations sponsors commonly hold toward refugees.

UNIT 1

Objective: Students can list some expectations refugees hold concerning quality and length of sponsorship.

A. Quality of sponsorships.
   1. Refugees think that money and other assistance will be provided upto a year.
   2. Some believe all sponsors will provide assistance in housing and employment.
   3. Some believe that money will be provided for future ESL and Cultural Orientation program.
   4. See paper attached.

B. Length of Sponsorship.
   1. Many refugees believe sponsorship will last up to 1 year.

TEACHING METHODOLOGY

UNIT 1: Slides of Refugees and Sponsors.

Materials needed: Slides and slide projector.

Show the slides without any narration, other than stating the title of each slide. After you finish showing the slides ask the students to break into groups to compose a story

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based on the slides. If the students seem unable to complete the assignment, you can help by asking some questions to guide the development of the stories.

For example: Slide of Refugee and Sponsor shopping for Food together

Question: Will your sponsor take you shopping every week for your first year in America?

Slide of Sponsor and Refugee together in a medical setting.

Question: Will your sponsor get you traditional medicines (herbal) and medical treatment?

UNIT 2

Objective: Students can identify some of the most common misunderstandings in letters from the USA.

A. Common Misunderstandings.

1. Relatives in the U.S. usually only relate their personal experiences.
   a. Students might not encounter same experience.
2. Students always think they will be sponsored by the same agency as their friends or relatives.
   a. This leads them to believe their resettlement will also be the same.
3. Friends or relatives in the U.S. often sensationalize their experiences.
   a. Students here take what's said as the absolute way something is in America.

TEACHING METHODOLOGY

UNIT 2. Materials needed: Students letters from other refugees in the States.

Before class: Have students submit letters that they have received from refugees already resettled in the States. Go through the letters with your interpreter, underlining any misunderstandings or misinformation that the letters contain.

In class: Ask students to read out loud the underlined portions of the letters. See if they can identify why it is incorrect or not common to most refugees' experience in the State.

Encourage any further discussion that may result from the letters.

UNIT 3

Objective: Students can list some of the expectations sponsors hold concerning quality and length of sponsorship.

A. Sponsors have different ideas about what they should provide.

1. Examples of this stem from the differences in resettlement practices between Church groups, voluntary agencies and individual families.
   a. Some provide jobs/some only assist in finding a job.
   b. Some assist in familiarization of community services/ some don't.
   c. Some provide complete home furnishings/some don't.
   d. Some assist in educational needs/some don't.
   e. Some assist in medical needs/some don't.

B. Length of sponsorship.

1. Some sponsors provide for shorter/longer periods.
   a. Examples: 2 weeks, 1 month, 3 months.

TEACHING METHODOLOGY: Lecture

UNIT 4

Objective: Students can identify some of the first impressions sponsors have about refugees.

A. Many sponsors think all refugees are poor and starving.

1. As a result, sponsors are often shocked by Hong Kong refugees who get off the plane with cameras and stereos.

B. Sponsors often think that all refugees should be appreciative.

1. If a student doesn't show outward appreciation to the sponsor, sponsors will often be disappointed.

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C. Many sponsors believe refugees can instantly adapt to American foods.

   1. This is because some sponsors have no knowledge of the Vietnamese diet.

D. Sponsors believe most refugees have some sort of health problem, as T.B. or V.D.

   1. The reason for the sponsors concern is that Americans are very sensitive to health and cleanliness.
   2. Also, the sponsor's knowledge of living conditions in refugee camps is limited.

TEACHING METHODOLOGIES

UNIT 4

* Use the following exercises to get the students think how a refugee would feel in the sponsor's place.

Suppose it was you .... How would you feel?

1. Suppose you go through a lot of trouble to sponsor a refugee but he doesn't bother to look for a job, preferring to sit around the apartment watching T.V. How would you feel?
2. Suppose you sponsor a refugee for 3 months, but he moves to a different state without telling you. How would you feel?
3. Suppose you show a refugee how to use the public bus system but he doesn't try to learn, preferring to call you all the time asking for a ride. How would you feel?
4. Suppose you were helping me become adjusted to life in Vietnam, and the whole community knew I was your friend. Whenever we went out together, I would act in an unsuitable way; be loud in a movie theater, not stand in line at the supermarket or bus stop etc. How would you feel?

* Materials needed: Tape and tape recorder.

Play the tape to the class and allow them to comment on what was mentioned. How would they act to avoid these comments.

1. I wanted to help a refugee because I thought they were poor and starving but when I met the Vietnamese men we were sponsoring at the airport he had a camera and stereo!

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2. I don't know why the refugees I helped never seem to act appreciative, or say thank you for my help.
3. I bought many cans of American food for the Vietnamese refugee family staying with us, why don't they ever eat it?
4. Why is the refugee family our church is helping allowing their children to run around without proper clothing?
5. I want to introduce the man we are sponsoring to my company for employment, but with his long hair they would never give him a job.
6. Listen to that old man cough I bet he has T.B.

UNIT 5

Objective: Students can demonstrate a basic understanding of interpersonal relationships between refugees/sponsors.

A. Communicating in a new language.

   1. Students should not be afraid to use English with their sponsors.
   2. Sponsors may speak too fast; students must not be afraid to ask sponsors to speak slowly.

B. Cultural Orientation as an on-going process.

   1. Much can be learned from a sponsor - both verbally and by observation.
   2. Students should also be inquisitive about things they do not understand.

NOTE: Students and sponsors will encounter differences and misunderstandings at the beginning of their relationship. Until there develops a mutual understanding between sponsor and student, there will continue to be misunderstandings. It is up to both the student and the sponsor to learn as much as possible about each other so as to avoid differences and misunderstandings.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson " Refugee and Sponsor Expectations."

Purpose: Introduce different kinds of sponsorship and help students gain realistic expectations towards sponsor.

Activity:

a. Brainstorm list of sponsor's responsibilities towards refugee.

b. Brainstorm list of refugee's responsibilities towards sponsor.

Procedure:

I. Introduction

A. T states four basic sponsorship methods:

1. Group/Congregation Sponsorship - church or other group forms a "resettlement committee" which handles all aspects of the resettlement.

2. Direct Placement (Agency Office resettlement) - all aspect of resettlement are handled by a local Volag (Voluntary Agency) office (an office which has a specific regional responsibility, i.e. state wide, city-wide, etc.), staffed with resettlement workers. These offices usually have bilingual staff.

3. Individual - Direct Resettlement - financial responsibility is handled by the Volag while other aspects of resettlement are handled by a relative or friend of the new refugee.

4. Individual Sponsorship - all aspects of resettlement are handled by an individual, or single family sponsor. Volags usually grant financial assistance to the sponsor to help with initial resettlement.

B. Teacher states that because there are so many kinds of sponsors it is difficult to generalize about what a sponsor will do. Some do more, some less. In this class we will try to brainstorm the basic responsibilities that all sponsors are expected to assume.

II. Brainstorming

A. T asks L's to break into groups and brainstorm a list of all the things the L's expect their sponsor to do for them.

B. The second group should brainstorm a list of refugee responsibilities towards the sponsor.

C. T and Tr circulate and help facilitate individual participation in groups.

III. Feedback

A. T records list of all expectations that first group reports to T.

B. T adds from the following list anything which L's have not listed: It is the sponsors responsibility to:

1. Meet each refugee at the airport nearest the refugee's final destination and transport him to his final, or transient, quarters.

2. Provide temporary accomodations, and assistance in obtaining initial housing and essential furnishings, and to provide information on:
    a. Home appliance use/safety/care/repair.
    b. General home maintenance.

3. Provide food or food allowance as well as other basic needs during initial period of resettlement, or until other resources are available.

4. Provide minimum clothing for the refugees upon arrival, as necessary.

5. Register adult refugees for social security cards and register any children for school (T explains SS cards - to be covered in detail in employment unit).

6. Provide orientation, health, employment service counseling or any other counseling that might be needed.

7. Assist refugee in planning a budget.

8. Accompany refugee, explaining transportation system to:

    a. Health clinic/hospital
    b. Asian food market/supermarket
    c. Schools

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   d. Sponsors location
   e. Other essential locations

9. Help refugee in emergency situations:

   a. Medical
   b. Crime
   c. Fire

10. Sponsor is not obligated for any responsibility if refugee moves to another state to join relatives or friends.

IV. Feedback

A. T asks leader/recorder to read list from the second group while teacher records ideas on board.

B. T checks list below, adding or emphasizing anything that L's have not mentioned in their list:

1. Self-reliance of refugee: Sponsor shows refugee how-to activities once only. After that, refugee is expected to do activity alone (i.e. visit to hospital, school, store etc.).

2. Refugee is expected to accept first job available, even if he/she doesn't think it's a good job. In the American work system people start out at a lower level job and work their way up as they gain experience and education (and, in this case, as they learn more English).

3. Immediate gratification of needs is impossible. Expect the first year of resettlement to require hard work and sacrifice. You may have very little money, wear used clothing, live in a crowded apartment and have no car. Don't expect to have what Americans have when you first arrive in America.

4. Women should expect to work. Many American women do work. It's very hard to make enough money to support a family with only the father working.

5. Refugee should try to talk with sponsor about whatever problem he/she is having in getting used to American life. This includes problems about your feelings as well as more physical needs like food and housing and shopping.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in the lesson "Refugee and Sponsor Expectations."

*Save the Children Federation, Experiment in International Living, and World Education

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Objective: Learners can compare their expectations about the role of the sponsor with a description of the current situation as resettlement workers have represented it.

Preparation: Discuss the information in the outline. If you were present when guest speakers gave presentations about resettlement, recall the information. Plan presentation of the revised story of Mr Blue and Mrs Pink. Decide what visual aids would be useful. Your training group may want to list questions that would be useful with his story. Take some telephones, or other props to use with role plays.

Procedure: Select according to the needs of your learning group...

1. Present the content in the manner discussed in your training group.
2. If your group has already studied World Education's lesson "A Guide's View--A Traveler's View", ask learners to recall the lesson. Compare responses to that activity with the information presented in the outline.
3. Present the story "A Family and Its Sponsor--One Example." Ask learners to role play the conversations in the story. Use telephones to drematize the action.

Discussion Questions:

1. Do you agree that many refugees expect too much from America, sponsors, and the US government? Why or why not?
2. Suppose someone refuses work and depends on the sponsor and the government to support him/her. How do you feel about this? What reasons could there be for this? Are these good reasons? What do you think?

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3. Sometimes Americans want to work and cannot get work. This is called unemployment. What advice could you give a person who wants work but is unable to find work? Who can help a refugee in this situation?

4. Most sponsors expect refugees to choose work before study. What are their reasons for this? What are some ways to "learn while you earn"?

Evaluation:

1. Ask closed-ended questions about the content in the outline.
2. Ask groups of students to imagine that they are in America and will be sponsors for newly-arrived refugee families. Each group should make a list: "What We Expect from Refugee Families." Compare the results with the content you have presented. Note the differences for your records.

A. Expectations sponsors commonly hold

1. Range in quality of sponsorship
    a. The sponsoring agency may be helping many families with only a little money. The sponsoring agency must divide its time and money among many families.
    b. When jobs are available, even entry-level jobs, sponsors will expect refugees to work--both men and women.
    c. The support of the sponsoring agency and any public assistance are for your use as needed, but only temporarily. Sponsoring agencies are trying to decrease the number of refugees who use public assistance, and the length of time that public assistance is used.
    d. You can help the sponsoring agency by learning about American life and learning English quickly. As soon as you can support yourself, there will be more money and resources to help others who follow you.
    e. Given a choice between education and work, most sponsoring agencies will expect you to work.
        1. You can learn English on the job, in a real situation.
        2. You may be able to study part-time on weekends or evenings.
2. Range in length of sponsorship
    a. In the first few days or weeks, you may see the sponsor, or someone from the sponsoring agency often.

   b. After the first month, or the first few months, most sponsors and sponsoring agencies will expect you to do more for yourself. This frees the agency to assist other new arrivals.

   c. There is currently some problem with unemployment in America. If you are willing to work, but nothing can be found, the sponsor or sponsoring agency can help find temporary support for you and your family.

   d. Getting a good job, and building a good work record is good luck for you and your family. There are many things you can do to bring yourself this good luck.

3. First impressions: stereotyped profiles of refugees

   a. Some sponsors feel that refugees expect too much from America. There is some suspicion that certain refugees refuse work and depend on the government more than is necessary.

   b. Most sponsors feel that the successful refugee is one who works to support himself/herself, learns about American life and English language quickly, and helps other refugee families in the community.

   c. Many sponsors expect refugees to be poor and uneducated. They may be surprised if you arrive wearing a new suit, carrying a stereo and camera, and speaking English fluently.

B. Expectations refugees commonly hold

1. Quality of sponsorship

   a. There is now less money, and less sympathy to support refugees. Check your own understanding against this situation.

   b. You may expect the sponsor to be a good friend. While the sponsor may have a good heart, he may also be a friend to 100 or more families. He may not have a lot of free time. Check this with your own expectations.

2. Length of sponsorship

   a. Check your own understanding about the length of sponsorship with current realities in America.

   b. Sometimes, newly-arrived families see very little of the sponsor after the first month.

3. Letters from the USA: common misunderstandings

    a. Letters may have incorrect information. There is less money now to assist refugees than there was when your relatives went there.

    b. Sometimes, relatives may say only very good things about America. (What could be some reasons for this?)

    c. First impressions change. Your own ideas about America will change a lot during your first year there. Ask your teacher how his/her ideas changed during the first year in foreign country.

    d. After you arrive in America, you should be careful about what you write to relatives in the camp or in the home country. They might get the wrong idea.

C. Relationships between sponsors and refugees

1. Communicating in a new language

    a. It is important to speak up when you do not understand something. This is an American value. If you say, "I understand" or "Yes", Americans will expect you to be responsible for what they said.

    b. Your sponsoring agency may have bilingual workers. Get to know these people right away. Anyone in your family or among your friends who can speak English well is a valuable resource to the community.

    c. Successful learners of English are willing to speak out and try to express themselves, even though they may make mistakes. Those who are afraid to speak will learn slowly.

2. Importance of cultural orientation as an on-going learning experience

    a. In CO class, you should learn what questions to ask, where to look for help, and what to do to have a good life in America.

    b. After CO class, when you arrive in America, you must continue to ask questions, observe, discuss with friends, find helpers, and notice the similarities and differences between your own and American ways of life.

    c. The best CO students are those who can continue to learn long after they have said good-bye to their teacher. The best English students are those who can continue to learn long after they have said good-bye to their teacher.

The story of a Family and Its Sponsor--One Example

Part 1: Background--The sponsoring agency

Peter Brown is a caseworker with IRC in Portland, Oregon. IRC is an organization that sponsors refugees, and does other charitable work. Portland has many refugee families, and Peter Brown is a very busy man. Sometimes, Peter must plan for the needs of 20 or more refugee families in one month. Peter likes his work and enjoys helping people. But sometimes the work is frustrating. He does not always have the time or resources to do all he wants to do.

a. Who is Peter Brown?

b. What is IRC?

c. Does Peter like his work? Why or why not?

Part 2: Background--The family

Mr Blue and Mrs Pink are __________ refugees. They are studying about American life and English language in Phanat Nikhom camp. This study will help prepare them for life in America. There they will join the family of Mr Grey. Mr Grey is Mr Blue's older brother. Mr Grey and his family have been in America for one year.

a. What should Mr Blue and Mrs Pink do to prepare themselves.

b. What do you think Mr Grey must do to prepare for the arrival of Mr Blue and his family?

Part 3: The sponsor

While Mr blue and Mrs Pink are studying in Thailand, Mr Grey is making preparations in America. Mr Grey, older brother to Mr Blue, will be the sponsor for Mr Blue and his family. The sponsoring agency will be IRC in Portland. Mr Grey is making arrangements with Peter Brown from IRC, who will help and advise Mr Grey about sponsorship. There are many forms for Mr Grey to fill out. Luckily, there is a bilingual worker at IRC who can help Mr Grey with the difficult language of the forms.

a. Who will be the sponsor?

b. Who will be the sponsoring agency? Who from the sponsoring agency will help and advise Mr Grey?

c. Who will help Mr Grey with the forms?

d. Do you know who your sponsor is? When you know your sponsor's name, address, and telephone number, what should you do?

e. When you know the name of your sponsoring agency, what should you do? What other information should you know about your sponsoring agency?

Part 4: Mr Grey talking to the landlord

G: My brother and his family will come from Thailand soon. I hope they can stay in this apartment with me and my family.

L: Of course I want to help. But you know that your rental agreement does not allow so many people in one apartment. Your brother can stay, but only temporarily.

G: Do you have any other apartments for rent now?

L: Right now I have only one apartment, which is located on High street. But that apartment is very expensive, much more than you pay here on Oak street. If there are others available soon, I will let you know.

G: Thank you. We cannot afford to pay for an expensive apartment. I will ask other friends. And I will talk to Peter Brown at IRC about this.

a. Can Mr Blue and his family stay in the apartment with Mr Grey and his family? Why?

b. Suppose you are Mr Grey. What things must you consider when looking for an apartment?

c. Where can Grey look for help? Who can help find apartments?

Part 5: Mr Grey on the telephone to Peter Brown at IRC

G: We will have to find another apartment in the next few weeks. My brother and his family can stay with me only temporarily.

B: We will keep looking. See if your friends know of anything. Our organization can probably help with the first month's rent, but there won't be much money after that.

G: I have asked at work if they need another male or female worker. The boss said there was nothing now, but maybe later in the year. I am asking other friends if they know of anything.

B: Keep trying. We will make phone calls from here. I will arrange job interviews if I can find anything for your brother and his wife. We can use a bilingual worker from IRC for job interviews. Maybe you can help too.

G: I will do what I can. Thanks for your help.

a. Who will help pay the first month's rent?

b. Who will pay after that?

c. Who will help look for jobs?

d. What can Mr Blue and Mrs Pink do to help Mr Grey and Peter?

e. Why is work so important in America?

Part 6: Peter Brown on the telephone to Mr Grey

G: I haven't had any luck with the apartment or the job. Have you heard anything?

B: We are still trying. If you can come to my office tomorrow during your lunch break. I can talk to you about some apartments we found. You can choose the one which would be best. I'm afraid none of them are very good.

G: Anything will do for now. They can move later in the year. A friend has agreed to drive me to the airport. I will meet my brother.

B: I'm glad of that. I will be very busy this month. I hope you can be responsible to show your brother and his family about an American apartment, the supermarket, post office, bus system, and other things.

G: I have a note of all those things. I can explain all of this. Can IRC help with social security application?

B: Of course. IRC will send a bilingual worker to meet your brother on Wednesday. We can also arrange to enroll the children in school, as soon as possible. And we'll arrange for the necessary medical exams.

G: Thanks for your help.

B: Call me if there are any problems.

a. Grey will be the sponsor. What things will Grey explain to the family of Mr Blue?

b. Peter and IRC will be the sponsoring agency. What things will Peter and IRC help with?

c. What things can Mr Blue and Mrs Pink do to help the sponsor?

d. Do you think this family will be successful in America? Why or why not?

SPONSORSHIP AND RESETTLEMENT

What is Sponsorship

Purpose: Acquaint the student with sponsorship and related responsibilities.

A. Sponsorship Models

1. Congregational sponsorship (e.g. individual churches using church committees to handle resettlement)
2. Direct sponsorship by an agency (e.g. the agency local office handles resettlement)
3. Combined agency/individual sponsorship (e.g. the agency provides support and relatives or friends assist)
4. Individual sponsorship (e.g. friends or relatives handle all aspects of resettlement)

B. Roles and Responsibilities of (National) Sponsoring Agencies

1. Variations in length and quality of responsibilities
    - a. Food
    - b. Housing
    - c. Medical
    - d. Education and employment assistance

C. Roles and Responsibilities of (Local) Individual Sponsors and Sponsoring Agencies

1. Provide logistic support to agencies
2. Help orient refugees to community services (such as post office, MAA's, shopping center)

D. Refugee Responsibilities to Individual Sponsors and Sponsoring Agencies

1. Becoming self-sufficient as quickly as possible
2. Understanding the limitations of what sponsors can and cannot do.

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium * in Thailand. This material was developed for use in the presentation of the information in Lesson 40 - " What is Sponsorship."

*Save the Children Federation, Experiment in International Living, and World Education

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ROLE OF SPONSOR, Part one

Activity: A Guide's View, A Traveler's View

Objective: For the learner to identify helping roles of the sponsor.

Preparation: You will need newsprint and 8-9 felt pens, & tape.

Procedure:

1. Divide the learners into small groups of four or five.

2. Ask the class to imagine that they will be responsible to guide an American traveler coming to live in the learner's village, town, or city. The American will be there a long time. The guide will need to explain to the American everything he/she can about living in his/her new home. Ask the groups to record everything they think they will need to explain, teach or show the American. (allow 15-20 minutes)

   For literate classes:

   - Ask one person in each small group to be the recorder. Pass out a sheet of paper to the recorders with a pen. Ask the groups to BRAINSTORM a list together.

   For non-literate classes:

   - Have the groups spend a few minutes talking about the things they would have to teach or show a new comer. Be sure they understand what is expected of them. They may need to have from you some examples, of what to draw. Ask them to draw on newsprint all of items they would need to teach a newcomer. Examples of things the groups could draw:
     - Charcoal stove (for cooking)
     - picture of people planting rice

3. Ask a spokesperson from each group to report to the rest of the class (allow 10-15 minutes). Tape the lists or drawings on the wall.

4. After every group has reported, the teacher may ask the learners to point out the similarities and differences among the reports. The teacher should try and encourage the learners to accomplish this task. Ask them questions to encourage discussion. If your learners have great difficulty, you may want to point out the similarities and differences yourself. (allow 5-10 minutes)

5. Explain to your class that the sponsor in America will have responsibilities similiar to the guide. The sponsor will be like a guide. The sponsor must explain, teach, and show new residents to America aboutlife in America.

6. For literate classes:

   - Have each group BRAINSTORM a list of things that a sponsor might teach, explain, or show a newcomer to America. One recorder should write the items on a piece of paper. And one person from each group should be prepared to report items discussed to the entire class. (allow 10 minutes)

   For non-literate classes:

   - Hand out another piece of newsprint and pens to each small group. First give the learners time to discuss the question. After a discussion in their small groups, they can draw some items that a sponsor might teach a newcomer to America on the sheet of paper. (allow 15-20 minutes)

7. The spokesperson from each group should report to the entire class.(allow 10-15 minutes)

8. Repeat step four (4): Seeking discussion on similarities and differences among the small group lists or drawings. Ask the learners how they know about the responsibilities of the sponsors. Have any of the learners received letters from relatives or friends in America telling them about sponsors. Try and find out what the learners know about sponsors and how they know it. Listen for different opinions expressed by the learners on the same subject. In other words it could be that two learners have two entirely different bits of information on the same subject. Ask the learners how that could be possible.

Point out that just as expectations about sponsors often differ, so do actual experiences. Explain that all learners will not have the same experiences with their sponsors. Sponsors are people and people are different. Explain that we cannot be sure of what ways the sponsor can help us (precisely). But finding out how the sponsor can help is one of the first things we must learn when we get to America.

9. (optional) Ask learners to compare similarities from their first list with their second list.

Role Play Activity

Preparation: You and your aide should before the class plan a role play that you and the learners will act out. Teacher should prepare to role play the traveler and prepare questions to ask guide: some that can be answered and some that are impossible to answer.

Procedure:

1. Teacher should play the American going to stay in the learner's town, village or city. Several of your learners can play the guides. Teacher should ask questions of the guides.

2. After the role play, lead a discussion about it. Include the following questions and any others you think appropriate:

   a. Were the guides good teachers? Why? Why not?
   b. Were the guides able to answer all the questions?
   c. What specific questions could not be answered? Why?
   d. What are other ways that the traveler can learn?
   e. Might there be a situation in America where a sponsor would not be able (immediately) to answer a question?

   Encourage further discussion through questions that help the learners think about the abilities, limitations, and differences of sponsors.

3. Set up another role play (if there is time). Someone should play an American sponsor. Several others can play a refugee family who has just arrived in America.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by LIRS/ACNS in Hong Kong. This material was developed for use in the presentation of the information in the lesson "What is Sponsorship."

OBJECTIVES OF THE LESSON:

1. Students can describe different types of sponsorship in America.
2. Students can demonstrate an understanding of the roles and responsibilities of sponsors and sponsoring agencies.

UNIT 1

Objective: Students can describe the different sponsorship models in America.

A. Congregational Sponsorship.
   1. The sponsor in this case is an individual church.
   2. Church committees are appointed to handle all aspects of resettlement.

B. Direct sponsorship by a Voluntary Agency.
   1. The sponsor is the Voluntary Agency.

      --The agency handles all aspects of resettlement.
   2. There are individuals within an Agency who are hired specifically to find jobs, housing, etc.

      --Many of the staff are also bi-lingual.

C. Direct/Individual Sponsorship.
   1. The sponsor is the Voluntary Agency, but a friend or relative of the refugee being sponsored usually assists the VOLAG in the resettlement process.
   2. The relative usually does a lot of the ground work for the voluntary agency--such as taking the family to the clinic, assisting in finding a job and help in locating housing.

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3. The voluntary agency is still responsible for financial support.

D. Individual sponsorship.

--The sponsor is an individual relative or friend who is willing to assume both financial and personal needs of the refugee.

TEACHING METHODOLOGIES

--Ask the students in advance if they have received a J.V.A. letter or other information about their sponsors. If they have ask them to bring the letters to class.

--From the letters, see if you can determine what types of sponsorship the students will have.

--Use a student's case to represent each different type of sponsorship outlined in the lesson plan.

OR

--If the students do not have enough information, use pictures to illustrate the four types of sponsors.

Examples:

A. Congregational sponsorship--pictures of a church with people in front.

B. Direct sponsorship by a Voluntary Agency--pictures of an office with people in front.

C. Direct agency/Individual sponsorship--pictures of an office with people plus a refugee or family in front.

D. Individual sponsorship--pictures of an individual or family of refugees standing in front of an apartment building.

UNIT 2

Objective: Students can identify the minimal obligations of sponsors and sponsoring agencies.

A. Minimal obligations of the sponsoring agency.

1. Meeting the refugees at the airport and providing temporary housing.
2. Provide a temporary food allowance until the refugees can meet their own food needs.
3. Provide appropriate clothing for the climate.
4. Assist the refugee in getting a social security card and medical examinations.
5. Assist children in enrolling in school.
6. Provide any necessary counseling that might be needed.

B. Additional obligations of local sponsor (relative or friend).

1. Assist refugee in using public transportation.
2. Help the refugee become familiar with community services, such as MAA's, etc.
3. Assist the Voluntary Agency in the resettlement process, such as housing, jobs, etc.
4. Provide interpreting services when needed.

NOTE: It is important to remember that some sponsors will provide all of the above and some, only part. Refugees should not expect that the sponsor will provide everything upon arrival in the U.S.

TEACHING METHODOLOGIES

Brainstorming Exercise:

--Ask the students what they think are the obligations of a sponsor, or in other words, what do sponsors do?

--Write the responses on the board in two columns, separate the items into minimal and additional, but don't label the columns.

--After, ask the students to identify which column contains minimal obligations and which one contains additional assistance.

True/False Exercise:

1.	All sponsors will help you find a job.	(False)
2.	All sponsors will give you food.	(False)
3.	Your sponsor should meet you at the airport.	(True)
4.	Your sponsor should give you some kind of temporary financial help.	(True)

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UNIT 3

Objective: Students can identify their responsibilities to sponsors and sponsoring agencies.

A. Students must have realistic expectations as to what the sponsor can do.

   1. There are thousands of refugees arriving in the U.S. every month.

      --Because of the large numbers, sponsoring agencies have been under extreme pressure to meet all the needs of each family.

      --Because of budget cuts and staffing problems, it has been difficult for sponsors to fulfill every need of the refugee.

B. It is the responsibility of the refugee to try and become self-sufficient as soon as possible.

   --The sooner one obtains a job and is self-sufficient, the better off both the refugee and sponsor will be.

TEACHING METHODOLOGIES

Use the following questions for discussion:

1. How long can you expect a sponsor's assistance?
2. What is self-sufficency?
   Why is it important to be self-sufficient?
3. What examples can you give of helping yourself?
4. Why is it important for your sponsor that you become independent as quickly as possible?
5. If your sponsor finds you a job, but you want to continue to go to school, what should you do?

THE TRANSIT PROCESS

Steps in the Transit Process

Purpose: Acquaint the student with the steps in the transit to U.S.

A. Prior to the Flight

1. Pre-camp departure checks
2. Transport to departure point
3. Promissory note for air travel

B. At the Airport

1. Preparing to board the aircraft
    a. Security checks
    b. customs
2. Boarding the plane (see also *Aircraft Familiarization)*

C. Arriving in the USA

1. Arrival at point of entry
    a. Hamilton Air Force Base
    b. Other major points of entry
2. Immigration at point of entry
3. Collecting baggage
4. Customs

D. Travel to Final Destination

1. Waiting for the connecting transport
    a. In the aircraft
    b. Overnight accomodations
2. Connecting flights
3. Changing planes
4. Arriving at final destination
5. Meeting voluntary agency representatives (Volag)/sponsors/ relatives or friends
    a. Meeting and being met
    b. Getting help if not met

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium * in Thailand. This material was developed for use in the presentation of the information in Lesson 37 - " Steps in the Transit Process."

*Save the Children Federation, Experiment in International Living, and World Education

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Preparing for Transit--Lesson 2

Activity: Airplane walk-through rehearsal

Objective: The learners can fasten a seat belt. The learners can follow simple directions corresponding to airline procedure in a walk-through simulation.

Preparation: Prepare with your interpreter. Prepare no smoking, fasten seat belt, toilet, and other airplane signs. Take airplane materials, such as seat belts. Take some crackers, or other snack food in individual packages. Take a tape recorder and some pleasant music. There should be music playing in the airplane classroom. Prepare boarding passes and seat numbers. Move the desks out, or off to the side. Arrange the chairs in rows, as on an airplane. Put a number on each seat that corresponds to a boarding-pass numbers. Take some pictures of a Boeing 747, both inside and outside. Be sure to have detail pictures of the inside.

SPECIAL NOTE: It will help this lesson if the learners can bring their copy of You're on Your Way. It is an exercise in hanging on to important papers, and an exercise in classroom process to say: "Remember the blue book we gave to everyone? (Hold up a copy) What is it called? Yes, that's right. You must bring this book tomorrow. What must you do? Again, please.
(Say this the day before the lesson)

Procedure:

1. Take the learner outside the classroom. Show them a picture of a Boeing 747. Ask, "What do you see here?" Ask, "What meaning does this have for us? "Ask the learners to show you, from one end to the other, how big they think a Boeing 747 might be.

2. Ask the learners to form a line. Ask each person for his name. Ask for his T-number. If someone does not know his T-number, tell him and then ask him to repeat it three times. After each person has given you his name and T-number, give him a boarding pass. Each boarding pass should have a specific seat number. Each learner should have his own boarding pass which corresponds to a number on one of the classroom chairs.

3. When everyone has a boarding pass, let a few learners into the classroom. Let the learners come into the classroom a few at a time. Do not hurry. Teacher and aide can act as flight attendants. The flight attendants should show each learner which seat number matches the number on his boarding pass. The flight attendants should invite the passengers to sit down and be comfortable. The no smoking and fasten seat belt signs should be at the front of the room. The toilet sign should be at the back. Cheerful but gentle music should be playing.

4. After all the passengers are on board, (do not hurry), someone should act as head flight attendant. Point to the no smoking sign. Make an announcement: "Ladies and gentlemen, you are reminded that smoking is not permitted on the airplane until the Captain has turned off the no smoking sign."

5. The flight attendant should point to the fasten seat belt sign. Make an announcement: "Ladies and gentlemen, the flight crew is now preparing for departure. Would you please make sure your seat belt is fastened securely around you, and that your seat back is in the full upright position." (Demonstrate or explain about the seat back.)
   The flight attendant should demonstrate how the seat belt is fastened. Make an announcement while you are demonstrating: "To fasten your seat belt, simply insert the metal tab into the buckle. To unfasten, simply lift the flap on the buckle, and pull the metal tab out."
   Demonstrate. Let every learner have practice fastening and unfastening the seat belt.
   *Someone can role play a person about to light up a cigarette. A flight attendant can use gestures to stop this, then point again to the no smoking sign.

6. Move out of your role as flight attendant. Tell the learners about the feelings of the take-off, (Use your aide).
   "The plane rolls slowly, like a large bus, to the end of a long road called a runway. Perhaps other planes are taking off or landing. The plane stops at the end of the runway, according to the direction of the wind. It may wait for a moment. Then the engines become louder, and the plane begins to roll again, first slowly and then faster and faster. Soon

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it is rolling much faster than any bus. Perhaps you will not even feel it when the plane lifts off from the ground and begins to fly. But you will know if you look out the window. The houses and fields on the ground begin to look very far away and small. It is all very smooth and really exciting. The plane will climb like some large bird for a short while. Then everything will become level, quite and very smooth."
(No one should move while you are saying the above.)

7. Change back to the role of flight attendant. Take down the fasten seat belt sign, and make an announcement: "The Captain has turned off the fasten seat belt sign and are now free to get up and move about the cabin, if you so desire (Encourage many learners to get up and stretch or move about) Continue the announcement: "During the time that you are in seat, however, we suggest that you keep your seat belt fastened loosely around you." "(Someone should role play returning to his seat and fastening his seat belt again.)
Continue with the announcement: "In just a short while, we will be passing out snacks, and about one hour later, we will be serving a full lunch. If you wish to rest, you may put your seat back to the reclining position."

8. After everyone is settled again, take down the "no smoking" sign and make this announcement:
"The captain has also turned off the no smoking sign. This means that you may now smoke, if you wish to do so, provided you are seated in the smoking section. The smoking section is from row 5 to 10." (Or any place you designate.)
Show where the smoking section is. Let someone then smoke a cigarette, just to demonstrate that it is all right now.
Continue with the announcement:
"We ask, however, that you do not smoke in the aisles or in lavatory. Thank you, and we hope you enjoy your flight with us."
Use gestures and words to explain about no smoking in the aisles, and in the lavatories.

9. Show the learners the toilet sign in the back of the room. Show some pictures of the lavatories on a Boeing 747. Explain according to the description in You're on Your Way. Ask the learners to find similar pictures in You're on Your Way. Encourage the learners to ask questions. First, try redirecting the questions to see if any of the learners themselves can answer. Perhaps they have read or looked at You're on Your Way!

10. Let flight attendants pass out food. Let everyone eat, Be sure to remind them that lots more food will be coming soon. (On a real flight.)

11. Lead a discussion. Ask, "What have you done in this lesson? What happened first?" Ask the learners to find a picture of this in You're on Your Way. Ask "What happened second?" Ask the learners to find a picture of this in You're on Your Way. Ask, "Then what happened?" Continue in this manner. Ask "What did you learn today that will help you when you ride on an airplane?"
    Point to the signs again, one at a time. Ask, "What does this mean?" Show that you are listening. Hold up the seat belt. Ask, "What is this used for? How does it work?" (Let several learners demonstrate again.)
    Ask, where are the bathrooms? What do you remember about using them? Ask, "Who will bring you food while you are on the airplane? How much will it cost?" Ask, "What more will you need to know about flying in an airplane?"

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by SCF/EIL in Indonesia. This material was developed for use in the presentation of the information in the lesson "Steps in the Transit Process."

PURPOSE : To acquaint the students with the necessary steps for departure to the U.S.

MATERIALS NEEDED : Translated hand-out of aircraft familiarization and Model plane tickets.

PROCEDURE :

I. INTRODUCTION

This lesson is a follow-up to the slide show on departure for the U.S. and T's should refer to it constantly during the lesson.

II. GALANG TO SINGAPORE

A) Before you leave Galang you must do two important things:

1) Sign a promissory note for air travel. This paper legally binds you to pay back the money for the plane ticket from Singapore to the U.S. The officer in charge will explain to you:

   a) How much money you have to pay back.
   b) Who you have to pay it to.
   c) In what kind of installments you can pay it back.

2) Pack all your belongings neatly so you can carry them easily on your journey. Remember take only the things that you think are most essential for your survival.

B) On the day of departure you will be taken by truck to the harbour. There you will go through a security check of your luggage before you get on the boat. The boat trip to Singapore takes about five hours. Make sure you take some food for the whole family to eat on the boat.

III. SINGAPORE

A) In Singapore you will be staying at Hawkin's Road Transit Camp for a few days before you leave for the U.S. There are something you should know about this camp:

1) You will not be given temporary housing while you are in transit. Therefore it is advisable to take some bedding with you (and clothing to protect you from the rain if it rains).

2) You will be given Singapore money to buy your own food.

3) The bus-fare from the camp to Singapore is eighty cents.

4) You are allowed to leave the camp after 11 a.m. in the morning and must return to the camp before 11 p.m. at night.

5) At the camp ICM will give you your I-94 and your travel documents in a white ICM bag. These are very important papers which you will need to enter the U.S. Therefore, you should keep the white ICM bag in a safe place where you won't lose it.

(T's should refer to Personal Employment Data lesson to remind learners of the importance of I-94.)

6) When all your papers are in order you will be taken to Changi Airport in Singapore to board the ICM flight going to the U.S.

IV. BAGGAGE RULES AND REGULATIONS

A. Luggage

1) You should only bring a reasonable amount of baggage with you to the U.S. Things like rice cookers, pots and pans, bedding, fans, etc. create unnecessary bulk.

2) Everything should be neatly packed away, in medium sized packages that you can move yourself. The airlines in America might not accept packages that are not properly wrapped.

3) If you are bringing stereo/cassette equipment with you it must be packed inside your luggage or wrapped in brown paper and tied with string.

4) While you are deciding what to bring with you remember that once you get to America the airlines might charge you excess

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baggage between California and your final destination if you have too many things. On Domestic Airlines in the U.S. each person over 2 years old is allowed 20 kilos of luggage .

5) Do not pack any valuables in your suitcase (i.e. cameras, cash, jewellery). You are entitled to carry one piece of luggage or board the plane). It must be small enough to fit under your seat, 1 foot by 6 inches.

B. Personal Effects

1) Remember that clothing tends to be cheaper in Singapore than in the U.S. Therefore, if you have some extra money you might want to buy some things (like jeans) before you leave. This is especially true of winter clothing (sweaters, etc). But don't worry, you'll be provided with warm clothes once you get to America.

(Their flight from Bangkok to Singapore, T. should remind them of their previous flight and explain that the procedure at Changi Airport is exactly the same).

THE TRANSIT PROCESS

Baggage Rules and Regulations

Purpose: Acquaint the student with baggage rules and regulations.

A. Items for Checked Baggage

B. Items for Carry-On Baggage

C. Size and Weight Limitations

D. Restricted Items

CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activity/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 38 - "Baggage Rules and Regulations."

*Save the Children Federation, Experiment in International Living, and World Education

Transit to America--Lesson 5

Activity: Baggage-Rule Posters

Objective: The learners can specify appropriate items to take on an airplane, according to ordinary restrictions and limitations

Preparation: You will need a set of large baggage-rule posters. Take newsprint, felt pens, and scotch tape.

Procedure:

1. Divide the learners into groups. Ask each group to fold a sheet of newsprint into two parts. Demonstrate. On one side of the newsprint, ask the learners to draw a picture of the things they brought with them from their home in Laos. On the other side, they should draw pictures of some of the things they left behind. (Allow 10-15 minutes)

2. Ask each group to report. Ask them to explain what things they brought with them from Laos. Ask, "Why did you bring these things--for what purpose?" Ask the learners to explain what kind of things they left behind. Ask, "Why did you leave such things behind?" (Allow 15 minutes)

3. Present the first baggage-rule poster. Ask the learners to study the picture. Ask, "What do you see here?" Ask, "What does this mean to you?" Accept all ideas. Encourage many to participate. Find out what the learners know. Do not say now what is right or wrong.

4. Present the other baggage-rule posters in the same way. Present one poster at a time. After the learners have given their ideas about each poster, tape it to the wall. (To present all posters, allow 10-15 minutes)

5. Read a baggage-rule paragraph. Use your interpreter. Do not look at any poster while you are reading the paragraph.

6. Ask the learners to point to whatever poster is the same rule as the rule in the paragraph.
   Ask, "What do you see in the poster you are pointing to?"
   Ask, "What did you hear in the paragraph?"
   Ask, "What is the same about what you see in the poster and what you hear in the paragraph?"
   If there is disagreement, read the paragraph again. Ask the learners to point again. Ask, "What do you see in the poster you are looking at?" Ask, "What did you hear in the paragraph?"
   If there is still disagreement, the teacher/counselor can show which poster is the correct one

7. Read another paragraph. Use your interpreter. Ask the learners to point. Ask questions like the ones above. Be sure the learners tell you what they see in the poster, and what they heard in the paragraph.

8. Present all the paragraphs in this way. Remember, do not look at any poster while you are reading the paragraph.

9. Change the order of the paragraphs. Repeat the exercise until the learners can point quickly to the poster you are reading about.

10. Play a game. Let one learner describe a poster in his own words. Ask the other learners to guess which poster he is talking about.

11. Explain that these are rules about what is appropriate to take to America.

Transit to America--Lesson 5

Activity: Baggage-rule Posters

Baggage-rules

Show posters; then read a baggage-rule. Ask learners to associate the baggage-rule with appropriate poster).

1. Do not take any medicines, unless you have a written Doctor's prescription for them. Medicine that is not given to you by the Doctor will be taken from you. Drugs (opium) are not permitted.
2. Do not take fresh fruit, rice, vegetables, spices, or prepared food. Do not take drinking water. (They will receive free all the food and drinking water during their journey).
3. Knives, hatchets, scissors or anything that might be used as a weapon cannot be put in hand luggage.
4. Firearms, revolvers and rifles, are not permitted on the airplane. This includes explosives, too.
5. Excessive amounts of alcohol, whiskey, beer, or wine are not permitted on the airplane.
6. Do not bring flammable items as gas, lighter gas refills, alcohol, etc.

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CULTURAL ORIENTATION CURRICULUM
ACTIVITIES GUIDE

The following suggested classroom activicy/lesson plan was submitted by The Consortium* in Thailand. This material was developed for use in the presentation of the information in Lesson 38 – "Baggage Rules and Regulations."

*Save the Children Federation, Experiment in International Living, and World Education

Transit to America--Lesson 6

Activity: Sorting Baggage Items

Objective: Learners can distinguish baggage items to bring to America according to: permissible--non-permissible: checked--carry-on:most important--less important.

Preparation: Make three cards each with a number; 1, 2 and 3 on them. Bring baggage, suitcase and hand-luggage. Bring assorted items, for example: guns, fresh food, fruit, rice, vegetables, hatchet, long scissors, toothbrush, diapers, shirt, pants, book, long knife, pot, pan, flammable items, whiskey or beer bottles, or other materials available. Bring newsprint and felt pens.

Procedure:

1. Divide the learners into groups.

2. Ask the learners to imagine that a relative or friend is going to come from Laos/Cambodia to Phanat Nikhom.

3. Give each group a sheet of newsprint. Tell them to fold the sheet in half. Ask learners to draw a picture on one-half of the newsprint of items that their relative or friend should bring to Phanat Nikhom. On the other half of the newsprint, ask them to draw a picture of items the relative or friend should not bring with them. (10 min.)

4. Ask the learners to report explaining their pictures. (10 min.)

5. Set up three tables in the center of the room. Put big numbers on each table. On Table 3, put assorted baggage items. Explain that the next activity is a game. On Table 1, the learners should put items that can go on the airplane; on Tabel 2, they should put items that cannot go.

6. Ask two learners to come to the center of the room. Tell them to choose an item from Table 3. If they think it can be on the airplane, they should put it on Table 1. If they think the item cannot go, they should put it on Table 2. Ask others to come to the center and do the same exercise. Do not comment on choices.

7. When all items are gone from Table 3, ask another pair to come up. Ask them if they want to change anything. Repeat this with other learners. (15 min. for 5,6,7)

8. When appropriate show what should not go. Briefly explain why. Ask learners to explain their choices. (5 min.)

9. Play the game again but change the criteria. Table 1 will be items for carry-on hand luggage. On Table 2 they should put items they will pack in suitcase to be checked in. (10 min.)

10. Lead a discussion on why some items cannot go in hand luggage which they will carry on the airplane. (15 min.)

11. Brainstorm a list of items the learners would bring to America. Write list on the blackboard or newsprint.

12. Ask: Is there anything on the list they cannot bring? Have them explain. Then ask: Which items onthe list are carry-on items? Ask the learners to explain. (15 min.)

13. Ask the learners to suppose they were allowed to bring only one item: Which item would they bring? Why?
After enough learners have spoken, ask them to suppose allowed to bring two things(items): Which ones would they birng? Why? Continue this exercise, naming items in order of importance.

THE TRANSIT PROCESS

Aircraft Familiarization

Purpose: Acquaint the student with the aircraft, its facilities and services.

A. Safety and Comfort

1. Seat belts
2. Fasten Seat Belt and No Smoking Signs
3. Food trays and utensils
4. Emergency exits
5. Life vests
6. Air pressurization
7. Air turbulence
8. Aircraft noises (such as landing gear noises)
9. Infant care on board
    a. Diapers
    b. Baby foods
10. Using stereos and radios in-flight

B. Personal Items and Information

1. Vomit bags
2. Use of toilet
3. Water and other drinks
4. No Smoking sections
5. Costs
    a. Items which are free
        1. Food
        2. Non-alcoholic drinks
    b. Items which cost money
        1. Alcoholic drinks
        2. Headphones

CULTURAL ORIENTATION CURRICULUM LESSON GUIDE

One Suggested Order of Presentation of Teaching Points

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INTRODUCTION: PART TWO

This part contains lesson plan outlines and activities arranged in a "block approach". The content of the 42 teaching points as outlined in part one, are also used as the curriculum content guide for part two. The difference between part one and part two is primarily a matter of presentation. In part two, the 42 teaching points are grouped into ten separate and distinct topical "blocks" or units. A more detailed explanation of the difference between the "spiral approach" of part one and the "block approach" of part two can be found in the Introduction section of this manual, p. i.

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UNIT ONE - INTRODUCTION

I. CLASSROOM ORIENTATION

A. Introductions

1. Teacher
2. Assistant Teacher
3. Students

Suggested Teaching Method:

1. Circle Introductions: Have the students sit in a circle, and ask each person to introduce himself and all the people who precede him in the circle.
2. Try to get as much personal information from the student as possible (hometown, ethnic group, previous occupation, language abilities, etc.) on the first day, for future reference.

B. Student/Teacher Relations

The first class is a time to establish patterns of teaching and learning which will be followed throughout the class:

a. define active and passive learning, discuss methods to encourage classroom participation.

b. involvement of students in decision-making in class, in preparation for their solving problems in the U.S.

c. teachers will not always have the "right" answer.

d. students and teacher may be asked questions that they cannot answer.

e. classroom informality - explain personal teaching style.

f. address teacher by name, not by "teacher"

Culture Note: Learning Styles in Southeast Asia.

1. *passive learning and rote memorization most common teaching/learning format.*
2. *teacher acted with great formality; students acted respectfully.*
3. *teacher was always right, and his/her statements were never questioned.*

4. *students never admitted to not understanding class material for fear of losing face.*

Suggested Teaching Method

1. Discuss (class, groups), learning environment in native country; compare with CO class.

2. Discuss expectations: teacher's expectations of the students, and their expectations of the class and the teacher.

3. Discuss learning environment in ESL class.

C. Rules and Regulations

1. Classroom Organization - Suggestions

    a. select permanent groups
        - people of similar backgrounds in one group
        - friends together
        - mix people of different backgrounds and educational levels
        - random selection

    b. selection of class/group leaders
        - discuss qualities/responsibilities of leaders
        - campaign speeches
        - formal elections or informal selection by class or teacher

Note: Allow students to get to know each other before forming groups or choosing leaders.

2. Class Rules - Suggestions

    a. class or group discussion
    b. teacher informs class of rules he/she wants
    c. decide who will enforce rules, and how
    d. list rules on paper, and post in class

3. C.O. Preview
    a. ten blocks, 24 days
    b. why each point is taught
    c. time frames for each point

Suggested Teaching Method:

1. Group discussion on what students want to learn: what they think they will learn.
2. Use letters from US to highlight adjustment problems.
3. True-False and multiple choice questions to introduce material.
4. Present "what would you do: situations to underscore student's lack of information about US.
5. Discuss C.O. needs of a newcomer to students' native country.
6. Discuss what students already know about a given block.

D. Lack of Understanding

- a. compare/contrast cultural views in US and SE Asia on admitting confusion.
- b. the importance of asking teacher to explain or clarify points as preparation for lack of understanding in the US.
- c. US value of directness.
- d. importance of telling teacher about confusion because of language barrier.

Suggested Teaching Method:

1. Intentionally confuse students to get them to say they don't understand:

   show them unclear pictures, or mysterious objects

   give vague instructions to an exercise

   speak rapid English, etc...

2. Ask "unanswerable" questions.
3. Discuss consequences of not expressing lack of understanding in the U.S.:

   lose job if they don't understand boss' instructions

   go to the wrong place if they don't understand directions

   have the wrong treatment if they don't understand medicine dosages, etc...

II. NAMING SYSTEMS

A. Name Order

Students do not have to change the order of their names, but only must be aware of the different order/style of names in the U.S.

- a. US names are: First, Middle, Last
- b. SE Asian (Vietnamese and Cambodian) names are: Last, Middle, First
- c. can determine sex by name
- d. married and maiden names
- e. names reflect ethnic background

B. Titles

- a. in Southeast Asia, titles are used with the first name, in the US, titles are used with the last name.
- b. it is common in the US to drop titles and use only first name for informality
- c. the title "Mrs." is used with a woman's husband's family name

C. Signatures

- a. difference between printing and signing name
- b. signatures usually should be written in the order of first, middle, last names
- c. signatures must always be written the same way
- d. signatures are legally binding in the US (contracts, banking, leases, etc.)

Note: If the students wish to adopt an American name as their legal name, they must have their name changed legally when they arrive in the US.

Suggested Teaching Method:

1. Write sample first, middle and last American and SE Asian names on strips of paper and titles. ---

--- a. have students identify each name

  b. rearrange strips into different name orders

  c. match titles with the right names (last for Americans, first for Viet and Khmer)

  d. give name strips to some students, have them rearrange themselves into different name orders

2. Fill in sample forms.

3. Practice ESL introductions: "My first name is...., my last name is...."

4. Practice in role plays: introductions, asking to repeat and to spell names.

III. GREETINGS

A. Common Greetings

1. Handshakes

   a. use right hand, shake firmly and briefly, look into other person's eyes when shaking hands;

   b. men and women shake hands; men stand up to shake hands;

   c. handshakes are used when meeting someone for the first time; introduce yourself when shaking hands;

   d. always shake hands if someone extends their hand to you;

   e. historically, the handshake developed as a way to show others that you were not carrying a weapon.

2. Hugs

   a. hugging is a common greeting between two close friends, especially between two women.

   b. a sponsor (or another stranger) may hug to welcome you.

   c. hugs are often used to greet someone you haven't seen in a long time.

3. Other Greetings

   a. children may be patted on the head by strangers, as a sign of affection

   b. American women may greet by kissing the cheek of another woman, or a man

   c. hand-holding is common in America between a man and a woman, but it is usually misinterpreted if two men or two women hold hands or walk with their arms around each other.

B. Gestures - Non-Verbal Communication

1. Demonstrate American gestures for:

   - OK, good, bad, come here, sit down, confusion, yes, no. The American gesture for "good luck" is obscene for Vietnamese.

2. Three gestures are considered rude in the US:

   - pointing a finger at someone
   - snapping fingers to get someone's attention
   - staring

3. Some American gestures are considered rude by the students:

   - it is rather common for Americans to shake their finger at someone when they are making a point

   - Americans will beckon others with one finger curled upward, not by waving the whole hand palm-down

   - Americans stress eye-to-eye contact when talking to others

Suggested Teaching Method:

1. Practice shaking hands and introducing each other, with American name-order, and use of titles.

2. Role play different greetings and introductions in native country and US.

3. Demonstrate common gestures, have students guess meaning.

4. Students demonstrate common gestures in native country, teacher guesses meaning.

---5. Practice silent greeting to explain the concept non-verbal communication: Have students greet each other without talking.

IV. TIME MANAGEMENT

A. Punctuality

1. Being on time is an important US value.

2. To Americans, being punctual means that you are also reliable.

3. In the US, it is said that "time is money" (time can be spent, saved, or wasted)

4. Culturally, Americans do not value permanence; they move and change jobs frequently.

B. Appointments

1. Schedule appointments with people because time is valuable.

2. Make appointments to see:

   a. doctors, medical people

   b. for job interviews and to talk to your boss or supervisor

   c social service and government employees; lawyers

   d. teachers and school principals

3. Make appointments by telephone.

4. Must call to cancel an appointment, or if you will be late.

C. Schedules

1. Americans plan their days and months in advance, using a calendar.

2. Buses, trains and other transportation leaves punctually at scheduled time.

3. Work time is rigidly scheduled:

   a. starting and stopping times

   b. break time and meals

   c. leave and vacation times

It is essential to adhere to the time schedules defined by the boss.

4. Many companies have time clocks their employees must use.

D. Consequences of Being Late

1. Bosses will fire an employee who is frequently late for work.
2. An applicant will not be hired if he/she is late for a job interview.
3. Friends will be angry if they are kept waiting for social appointments.
4. Transportation (buses, trains, planes) will be missed if late for the scheduled departure time.
5. Sometimes a patient who is late for a doctor's appointment will have to pay for the time they missed.

Suggested Teaching Methods:

1. Role play making and canceling appointments
2. Fill in a daily and monthly calendar
3. Make up stories about a typical day in the US:
    a. waking up by alarm clock
    b. running to catch a bus
    c. punching in a time clock at work
    d. going to a doctor's appointment at lunch time
    e. going to class on time in the evening, etc...
4. Have students write stories about their daily schedules in native country, in the RPC.
5. Ask multiple choice, or T/V questions on the consequences of being late.

Note: *There are many teaching techniques which are used very frequently during the cycle. It can be beneficial to explain and try some of these techniques on the first day or class so that the students are familiar with them. For example:*

1. Give a homework assignment
2. Conduct a role play (in English or native language)
3. Review material at end of class
4. Give a short true/false test on the material
5. Assign groups for discussion. Explain the rationale behind group work:

    a. everyone can participate
    b. problem-solving technique
    c. encourages trust, and shares responsibility

6. For lower levels, draw 2 stick figures on the board, or bring 2 paper bag puppets; give them names. Use these figures throughout the cycle as examples. Students can role-play these characters, discuss and solve their problems, write dialogues for them, etc...

7. Post CAL SIGNS around the class. Identify the symbols and sight words as they are addressed in the various teaching points

UNIT TWO--SPONSORSHIP

Note: "Sponsors" are the individuals or groups who work directly with newly arrived refugees; "sponsoring agencies are the local Volag offices which provide professional support and administrative back-up to the refugees and sponsors.

Now, most resettlement agencies are themselves sponsors; few sponsorships are arranged through individual Americans.

Reference to "sponsors" throughout this unit refers to both individual sponsors and sponsoring agencies.

I. REFUGEE - SPONSOR EXPECTATIONS

A. Relationship with Sponsor:

1. No two refugee cases will have the same relationships with their sponsors. Each person's resettlement will depend on such factors as:

    a. whether the sponsor is an American or a relative of the refugee

    b. the Volag and the individual sponsor

    c. the place of resettlement

    d. the size of the family

    e. the personalities of the people involved

2. Most of the students have misconceptions about sponsorship:

    a. misconceptions usually stem from rumors in camp, and letters received from friends and relatives in the United States;

    b. letters reflect the personal experiences of the writers; the students will not necessarily have the same sponsor or the same relationship with their friends or relatives.

B. Because of these differences in resettlement experiences, we cannot teach absolutes, i.e., we cannot say what will not happen to any of the students. Instead, we can point out those elements which are common to all refugee-sponsor relationships:

1. GOALS. The aim of all sponsors is to help the refugees attain SELF-SUFFICIENCY in the United States. The refugees will be expected to provide for their own daily needs with minimal assistance from the sponsoring agency soon after their arrival.

2. LENGTH OF THE REFUGEE-SPONSOR RELATIONSHIP. Most sponsors are directly involved with the refugees they sponsor for only the first few months after their arrival. Some sponsors, however, maintain their relationship with the refugees they sponsor for many years.

3. FINANCIAL OBLIGATIONS. Sponsorship is a moral, not a legal or financial obligation. Most sponsors will have very limited funds to spend on, or give to, the refugees. The students should not expect their sponsors to pay for their daily needs except for immediately after their arrival.

   a. the $500.00 per person US government resettlement grant for each arriving refugee goes to the sponsoring Volag, NOT to the refugees. This money is used differently by each Volag in assisting the refugees, but in most cases the refugees themselves will see little, if any, of that money in cash.

   b. this $500.00 is a grant from the government, and does not have to be repaid.

4. SERVICES PROVIDED.

   a. all sponsors agree to assist the newly-arrived refugees in finding their way around the new community, and in completing procedures upon arrival. This includes:

      1) meet them at the airport

      2) bring the refugees for a medical exam

      3) help them apply for a Social Security card

      4) help to register the children in school

      5) help them to learn to use the local public transit system, and to find local shopping

      6) help orient families in use of household appliances, including using a telephone for emergencies.

   b. all sponsors also agree to help the refugees in the following areas, but the type of assistance they offer depends on the individual sponsors:

1) Housing. Some sponsors will have permanent furnished housing ready when the refugees arrive; others provide only temporary housing and they assist the refugees in finding their own permanent housing

2) Jobs. Some sponsors find jobs for the refugees; others only assist them in finding jobs themselves.

3] Personal Counseling. Some sponsors encourage the refugees to come to them for help with their personal problems, others provide only material assistance and expect the refugees to solve their own personal problems.

c. Individual sponsors (as opposed to agency sponsors] are not professionals in the resettlement field. Rather than offering professional assistance in job or personal counseling, for example, sponsors provide advice as to where to go to get professional assistance in certain areas.

5. Providing these services is the obligation of the individual sponsor. If a refugee feels that his/her sponsor has not fulfilled their obligations, then they should seek assistance from the local Volag office.

   a. If a refugee is not met at the airport by a sponsor, he should ask an airport official to contact his resettlement agency. The address and phone numbers are inside the refugee's ICM bag.

   b. Refugees who feel that their sponsors are taking advantage of them (e.g., not paying them for work) should contact their resettlement agency.

6. Sponsors only assist refugees in resettling at their original destination in the U.S. Refugees who move to another place (Secondary Migration) will not have sponsor or resettlement agency assistance in their new location.

Suggested Teaching Method:

1. Ask the students to bring in letters from friends or relatives about resettlement, and discuss in class.
2. Fill in a "Needs/Wants" chart:
    a. What did they need for daily living in their native country? What were their wants?
    b. What do they think they will need in the US? What do they want?
    c. Which of these needs do they think the sponsor will provide for them? Which do they think they will have to provide for themselves?
3. Fill in a "Sponsor/Refugee Responsibilities" chart. Discuss expectations. Group discussion.
4. Ask the students to think of themselves as sponsors of newly-arrived refugees in their own countries. What would they need to teach, explain, show, buy, a new arrival in Vietnam, Cambodia, or Laos? Explain how the role of a sponsor in the US will be similar in orienting them to the US.
5. Assign students to bring in letters received from friends and relatives in the United States about sponsors.
6. Discuss a self-sufficient and a non-self-sufficient life-style. What would that be? How would they feel in these cases?

II. THE SPONSORSHIP PROCEDURE

A. The sponsorship procedure, greatly simplified, works something like this:

1. In the camps of first asylum, the refugees are interviewed by the Joint Voluntary Agencies (JVA) office, which prepares a bio-data sheet for each family.
2. Each family is interviewed by the US Immigration and Naturalization Service (INS).
3. After a case has been approved by INS for entrance into the United States the JVA bio-data sheet is sent to New York to the American Council of Voluntary Agencies (ACVA) office, where the case is reviewed by representatives of the 14 Voluntary Agencies (Volags). These Volags may be religious, non-sectarian, or governmental agencies.

4. A Volag which is interested in sponsoring the case will ask one of its local or regional offices to find a sponsor for the refugee family. If the refugee has a friend or relative interested in sponsoring him the friend or relative will be contacted by the Volag office and asked to prove that they are employed, or looking for work, before they will be accepted as sponsors.

5. There are basically three types of sponsorships:

   a. individual

   b. group

   c. local agency

   (See the CAL Monograph on "Sponsorship" for details)

6. The sponsors assure the local Volag that they will provide certain minimal services to the refugees.

7. The local Volag office informs the national Volag that they will be sponsors; the Volag then informs ACVA.

8. ACVA informs JVA of the receipt of a sponsorship "assurance"; JVA notifies ICM to make travel arrangements for the refugee's departure to the United States.

Note: As part of the approval procedure, the students' friends or relatives in the United States may be asked to submit an official document called an "affidavit of relationship" which states how they are related to the refugee in the camp. The students usually receive a copy of this document. This is *not* *a sponsorship assurance and the relative who files this affidavit may or may not become the student's sponsor.*

Suggested Teaching Method:

1. Discuss "helpers" in the students' native countries: who helped the newcomers, the poor, the handicapped, and any other who needed assistance.

   From this, you may want to discuss the cultural differences between "helping" in the United States and the countries of Southeast Asia: because Americans value individualism, persons in need of assistance (financial, emotional or otherwise), often seek assistance from outside ---

--- the family. Often the "helpers" are organizations like churches, voluntary agencies, or the government. Sponsorship is an organizational approach to helping newcomers in the society - a system that relies on volunteers and private donations but which is backed by the government. Contrast this to the Southeast Asian system where families provide support and assistance to those in need.

III. SPONSORSHIP AND AMERICAN VALUES: CULTURAL CONFLICTS

A. Americans, often unconsciously, have many expectations of the refugees:

1. Many Americans see the refugees as poor, miserable, diseased, humble and grateful people. The sponsors see themselves as charitable, humanitarian, generous, and culturally superior.

2. In most cases American sponsors have had little, if any, exposure to non-Western cultures and societies. They therefore usually expect the refugees to be English-speaking, and westernized in their manners, habits, dress and eating habits.

B. These expectations can cause many cultural conflicts between the refugee and the sponsor.

1. The Americans want the refugees to say "thank you" to them to show their gratitude, but that is not always appropriate in Southeast Asian culture.

2. The Americans want the refugees to conform, to become culturally American in their values and day-to-day lives.

3. The Americans expect the refugees to become self-sufficient in the Western sense of the term. That is, they expect that after they show the refugees how to do something once, then the refugees should be able to do that thing again without any assistance. And the American sponsors, in an attempt to foster self-sufficiency, will usually not take the refugees from place to place personally, or personally intervene in their problems. To the refugee, this unwillingness of the sponsor to offer frequent personal help may indicate that the sponsor has failed his responsibilities.

4. The American expects to provide material goods and services when needed; the Southeast Asian expects to receive emotional support frequently.

C. To help bridge these cultural gaps and misunderstandings, the students can:

1. Try to learn and speak English.

2. Be prepared to explain their behavior. Americans are much more tolerant of "unusual", (i.e. non-western) behavior if they understand why the refugees are doing what they do.

3. Be prepared for displays of anger and impatience by the sponsors. In the United States, such behavior is neither rude nor uncommon. And usually, after an American loses his/her temper, the incident is quickly forgotten (by the American, at least).

4. Explain their needs to their sponsors. Although the sponsor wants to help, it is not common in American culture to anticipate needs of others. Americans value directness and will respond to direct requests for assistance.

5. Say "thank you". By saying "thanks" the students are released from "obligation" to their sponsors in the Southeast Asian sense of the term.

6. Be aware that if they are being sponsored by friends or relatives, the attitudes and lifestyles of these people may have changed a great deal since they have arrived in the United States, and the students' relationship with them may have changed as well. This may be shocking and disappointing for the students when they arrive.

7. Understand that they do not have to attend their sponsor's church or convert to the religion of their sponsors.

8. Understand that there is no immediate gratification of needs and wants in the United States; the first year or two will be difficult years of hard work and sacrifice. The students should not expect that their sponsors will give them all the material goods that many American families have.

9. Understand ways in which they can return their sponsor's help, and show their gratitude. For example, the students could offer to make dinner for their sponsors, or teach them how to cook Southeast Asian food, or offer to help them around their houses and yards.

Suggested Teaching Methods:

1. Ask the students to pretend that you, the teacher, are a newly arrived refugee in their country. Discuss such questions as:

   - Who would take care of you? For how long? What would they do to care for you?
   - How would they handle culturally inappropriate behavior on your part (give examples)?
   - How would they help you with your personal problems? Other day-to-day problems?
   - How should you express gratitude to those who help you?
   - How would they feel if you moved to another town after they had helped you become oriented?
   - How would they feel if you refused to work, or refused to study their language?
   - What would they do if they felt you were overly dependent on them to fill all your daily needs?

2. Questions commonly asked by refugees about sponsorship:

   1. How long will my sponsor help me?
   2. Who gets the $500.00 grant? How?
   3. What do I do if my sponsor doesn't meet me at the airport?
   4. What are my responsibilities to my sponsor?
   5. Will my sponsor be an American family?
   6. Will I still have a sponsor if I move to another state?
   7. What if my sponsor takes away my welfare checks or asks me to work for him at a pay rate lower than the minimum wage?
   8. Will my sponsor stop helping me before I'm self-sufficient?
   9. Do I have to go to my sponsor's church?

UNIT THREE - LIFESTYLES

I. GEOGRAPHY

A. State and Regions

1. There are fifty (50) states in the United States. Forty-eight (48) states are on the mainland. Alaska is attached to the northwestern part of Canada, Hawaii is a group of islands in the Pacific Ocean. Other notes: The area of the US is about 3,615,000 square miles (about the same size as China). Vietnam is 126,400 square miles (the United States is about 28 times larger). Cambodia is 68,000 square miles (the United States is about 52 times larger). Laos is 91,400 square miles (the United States is about 40 times larger). Vietnam is about the same size as New Mexico. Cambodia is about the same size as Missouri. Laos is about the same size as Oregon.

2. Alaska is the largest state (589,700 square miles). Rhode Island is the smallest state (1,210 square miles).

3. The distance from New York to California is about 3000 miles. It would take about six (6) days to drive across the U.S. in a car. The distance from the Canadian to the Mexican borders is about 1,600 miles.

4. There are four time zones in mainland U.S.:

    a. Eastern
    b. Central
    c. Mountain
    d. Pacific

    Each zone is one hour apart. When it is noon in New York, it is 9:00 A.M. in California.

5. Americans often refer to themselves as coming from a certain region in the country. These regions include:

    a. New England
    b. the South
    c. the Northeast
    d. the Midwest
    e. the Southwest
    f. the Northwest
    g. the West Coast

6. The fifty (50) states are political as well as geographic regions.

   a. each state has its own elected government, headed by a governor, and makes many of its own laws.

   b. the capitol of the national (Federal) government is in Washington, District of Columbia.

   c. the head of the Executive branch of the Federal government is President Ronald Reagan.

B. There are about 220 million people in the United States.

1. California is the most populous state: 22,694,000 people.

2. Alaska is the least populated state: 406,000 people.

3. The population includes people of many different races, colors, ethnic backgrounds and religions.

C. The Land and Climate

1. The U.S. is bordered on the North by Canada, on the South by Mexico, on the East and West by the Atlantic and Pacific Oceans.

   a. the highest point in the country is Mt. McKinley in Alaska - 20,320 feet.

   b. the lowest (and hottest) point is Death Valley in California.

   c. the longest river is the Mississippi

   d. there is one recently active volcano - Mt. St. Helen's in Washington State.

2. Most places have four distinct seasons:

   a. winter
   b. spring
   c. summer
   d. fall

      1. In most of the Northern and Midwestern states, the weather is cold and snowy in the winter and warm and humid in the summer.

2. The climate in the far south, Florida, Southern California and Hawaii is almost tropical and remains warm most of the year.

3. Hurricanes (like typhoons) are common in the Southern East Coast and gulf coast states; there are tornados across the plain states of the Midwest; earthquakes are common in California.

Suggested Teaching Methods:

1. Use maps of the world and the U.S. Have students find their native country, and where they will go in the United States.
2. Show pictures of famous places in the United States and different climates.
3. Match names of states with the map.
4. If possible, discuss the specific places the students will be going in the U.S.
5. Bring in something round to demonstrate the concept of time zones.
6. Discuss distances and size scales by comparing walking and driving times in the students' native countries and in the United States.
7. Use paper clocks above a map of the United States; have the students move the hands of the clocks to indicate time zones.

II. HISTORY

A. Some Important Events

1. First inhabitants were native Americans, American Indians, Eskimos, Hawaiians.
2. Europe "discovered" America when Columbus landed in 1942.
3. The first settlers came from England
    - a trading colony was established at Jamestown, Virginia in 1607.

- English Pilgrims fleeing religious persecution established Plymouth, Massachusetts, in 1620.

4. Large migration of Puritans from England to Massachusetts, Connecticut and Rhode Island around 1630-1640.

5. Many more settlers arrived from Germany, France, Holland and Scandinavia over the next 100 years

6. Settlements along the East Coast were annexed by England into 13 separate colonies.

7. Resentment grew towards the British King for taxing the residents of the colonies without giving them a voice in policy-making.

8. Colonies revolted against British rule in 1775

   - the 13 colonies declared Independence on July 4, 1776

9. Revolutionary war ended in 1781

   - the 13 colonies became 13 states in a united government

10. Constitution written in 1787 and it is still followed today.

    - the constitution grants certain freedoms to all residents of the United States, including non-citizens:

      freedom of the press, speech, and religion

      protection against unreasonable searches by the police

      the right to a fair trial if accused of a crime

11. George Washington was elected as the first president in 1789.

12. Settlers moved westward across the continent, pushing the Indians further west.

13. Large-scale immigration of British and Northern Europeans 1750's-1800's.

14. Irish immigration began in 1840's during a famine in Ireland.

15. Chinese immigration began in 1860's as Chinese laborers helped build the trans-continental railroad.

16. 1861 Civil War declared between the states in the North and those in South, fought over the issue of slavery. The war ended in 1865.

17. Industrial Revolution in the late 1860's changed United States from an agricultural to an Industrial society. The majority of the population moved from the countryside to the cities; families grew smaller.
18. Immigration from Eastern Europe 1890's - 1920's. Large Scale immigration of Jews from Russia and Poland.
19. Immigration of Southern Europeans, (Italians, Greeks), starting around 1900.
20. Mass immigration from Europe around World War I: before 1920.
21. Japanese attack on Pearl Harbor, Hawaii, brought United States into Second World War, 1941. War ended in 1945.
22. 1961 first American, Alan Shepard, in space.
23. 1969 Neil Armstrong landed on the moon.

B. Historical Values

1. The American "national character" is a product of the country's history:
    a. the struggle for independence from England
    b. the movement of the population across the country towards the Pacific
    c. the waves of immigrants who comprise the population
2. Some of these "character traits" differ sharply from those in Southeast Asia:
    a. in the United states the individual is the primary unit of society; in Southeast Asia it's the family.
    b. an American individual strives for independence and success; the Southeast Asian strives for harmony in the family and in society.
    c. the American believes in scientific facts, and uses nature for his own ends; the Southeast Asian lives and works in harmony with nature.

Suggested Teaching Method:

1. Have the students discuss the history of their native countries.

2. Discuss "what is an American?"

    - brainstorm a stereotyped picture of an American: how they look, act, talk, eat, dress, their manners and habits, etc. Draw a picture of a "typical American".

    - discuss which of these traits the students like and dislike, and how they think they will react to certain traits once they arrive in the United States.

3. Compare and contrast American and Southeast Asian values: see if the students can list some of the values of their own societies Discuss the implications of different values in their countries and in the United States. Present situations, see if students can articulate the values represented.

4. Role play how they think they would act in a given situation with an American:

    For example, when given a gift, or a compliment, or at a job, or visiting a friend, etc...

III. THE UNITED STATES AS A LAND OF IMMIGRANTS

A. The discussion of American values, and "what is an American" leads to two points:

1. It is hard to stereotype Americans because the society is so diverse; the diversity comes from the immigrants who have gone to live there;

2. The role of the students in the United States as both new immigrants and as minorities.

B. All Americans except for the native Americans (Indians, Eskimos, Hawaiians) are immigrants or the descendants of immigrants.

1. The immigrants who went to the states were fleeing religious and political persecution in their countries and famine.

2. They all went to America seeking a new life and new opportunities.

C. Because of the great diversity of ethnic groups in the population, the US is often called a "salad bowl" the people there can be part of the mix, but retain their own flavor.

1. Each immigrant group has taken its traditions and customs to the United States with them, and these have in turn contributed to American culture. America has been termed "a society formed from all the nations in the world", hence a "melting pot".

2. The students have many customs and values which can also contribute to American society.

3. Each immigrant has a choice as to how much of their native culture and customs they wish to preserve once in the U.S., and to what extent they wish to change some of their traditional customs and habits. Each person can choose the life-style they wish to lead once they arrive in the U.S. Some immigrants have found that their lives have become somewhat easier after making certain changes in their customs once they arrive in the US, for example, changing the order of their name, or adopting an American nickname, or developing a taste for some American foods.

4. All immigrants have the freedom to preserve or change their customs and actions once they arrive in the United States, as long as they do not infringe on the personal freedom of others, or break the law.

5. All new immigrants have faced certain adjustment problems when they get to the United States:

   a. 1) Learning a new language

      2) Learning new customs

      3) Adjusting to the weather

      4) Living at a lower standard of living than other Americans and lower than before.

   b. For all new immigrants, the first years in the United States are difficult years of hard work, struggle and sacrifice.

      1) The students should not expect many luxuries or material goods when they first get to the U.S.

      2) **Most** immigrants have become successful in the U.S. by starting at the bottom, (i.e., low-status and low-paying jobs) and have worked their way up.

      3) like all the immigrants before them, the

refugees are expected to work hard, and work their way up the "ladder of success" from the bottom.

E. Given that American values are different from those in SE Asia, and that the refugees' first years there are a time of difficult adaptation, newly arrived refugees may find that they have to work consciously to keep their traditions alive. Some ways to help preserve their culture are:

1. To celebrate holidays

2. To practice native religions

3. To ask the elderly in the Indochinese community to teach traditional values to the children.

4. To speak native language at home and eat native foods

F. Even if they are trying consciously to preserve their traditional heritage, the students must still adjust to and with, American society.

1. The students should be aware that they will feel, and their lives will be different than in their native country.

G. Culture Shock

1. Like all new immigrants, the students will be surprised and confused by many of the differences between their countries and the United States. These feelings are often called "culture shock".

2. There is no clear definition of "culture shock", but it can partially be described as:

   a. feelings many people have when they first enter a new culture and environment, and

   b. behaviors and attitudes which express these feelings.

3. "Culture shock" is experienced by almost everyone entering a new culture, but the specific feelings and responses of each person depend on the individual.

4. There are three basic stages of "culture shock". The length of each "stage" varies by individual.

   a. by understanding each of these stages, and that it is a common experience to all newly arrived refugees, the students may be better prepared to understand their own feelings and reactions once they arrive in the United States.

5. The Stages

   a. the "Tourist Phase"

      1. Felt by new arrivals immediately after arrival.

      2. Characterized by excitement at the novelty and newness of America, and a high degree of interest in learning English and about American ways.

      3. Feelings of relief that the journey and the experiences in the refugee camps are over.

   b. the "Difference Phase"

      1. Feelings of newness and excitement wear off.

      2. Realization that they are finally resettled, and that they must permanently cope with the differences in American society.

      3. Dependence on others for advice and information; insecurity as to how to behave in given situations; resentment over being dependent.

      4. Either hostility to American society and lack of interest in learning English, or a tendency to withdraw from the new society, pretending that it's "not real".

   c. "Normality"

      1. Acceptance of new life and new environment

      2. Understanding of the people and events in the U.S.

      3. Lessening of the anxiety being in the United States; start to enjoy new opportunities.

Suggested Teaching Method:

1. Have the students make as detailed a list as possible of which characteristics make them Vietnamese, Khmer, or Lao.
    a. which elements do they think they will preserve in the United States? How?
    b. what will change after they arrive? What will that mean to them?
    c. how important are the different elements to them?
    d. which elements of their culture do they think can contribute to American society?
2. Illustrate the concept of "choice of lifestyle". For example discuss the advantages and disadvantages of:
    a. living in an all refugee or all American community
    b. speaking native language or learning English
3. Discuss (class, groups) changes in their customs and habits upon arrival in Thailand or Malaysia, and in the RPC.
    a. how have they had to adapt to being refugees?
    b. how have they had to adapt to living in a camp?
    c. how do they think they can apply what they've learned once they get to the United States?
4. Discuss personal experiences with culture shock, either in a foreign country, or a different region.

IV. MINORITIES IN THE UNITED STATES

A. Part of the students' adjustment to their life in the U.S. is developing an awareness of their roles as minorities.

1. The students will have a great deal of exposure to American minority groups especially blacks and Hispanics (Spanish-speaking people, from Mexico, Cuba, Puerto Rico, and South and Central America).
    a. refugees often live in predominantly black or Hispanic communities
    b. members of minority groups live in every city in the United States

B. The history of the black people in the United States helps in understanding the role of minorities, and relations between people of different races.

1. Black people were brought to the United States in the 1700's and 1800's as slaves: they were brought and sold, denied access to education and all the opportunities for advancement that exist for other immigrants, as well as having no personal freedoms.

2. Slaves were freed in the 1860's but blacks were still treated as "second-class citizens" afterwards, segregated from white people in schools, jobs, housing, and transportation.

3. Only in the past 30 years have blacks begun to achieve equal rights and opportunities with whites. In the 1960's laws were passed making racial discrimination in employment, housing and education illegal.

4. Discrimination still exists against blacks in the United States, however, especially in opportunities for advancement in professional jobs, higher education, and good housing.

C. Just as the students have a choice in lifestyles in adapting to their being immigrants in the United States so they also have choices in how to identify as minorities.

1. There is diversity within each minority community in the states: no two people are alike, but they share a common pride in their culture and heritage.

2. The students will all be identified as part of the Asian-American community in the United States (which includes Chinese, Japanese, Korean and Filipino-Americans). They can retain their identity as Vietnamese, Khmer or Lao, while working as part of the larger Asian-American community.

D. Discrimination

1. The students' fear of whites, blacks and/or Hispanics stems from misunderstanding, close-mindedness, and fear of the unknown. All these feelings produce prejudice.

    a. the students should avoid being prejudiced towards other minorities by being open-minded, and trying to understand each person as an individual.

    b. they should be aware of the danger of stereotyping others, and try to grant the same consideration to people of different colored skins and different backgrounds as they would want Americans to grant them.

2. Prejudice towards the refugees

   a. some Americans are prejudiced towards the refugees for the same reasons: misunderstandings, and fear of people who are different.

   b. there is animosity towards the refugee from other minority groups because the refugees are granted certain privileges in the United States:

      - it is easier for refugees to qualify for certain welfare programs than other Americans
      - they have been granted parole for large-scale immigration into the United States, which has been denied to many Hispanics.
      - tensions exist between minority people and newcomers because they feel that the new immigrants increase the competition for jobs, housing, and government services.

Suggested Teaching Method:

1. Discuss (class or groups) the minority groups who lived in the students' native countries:

   a. how could they recognize a minority group member?

   b. how well integrated were the minorities into Vietnamese/Khmer/Lao society?

   c. how did the minority peoples differ from the rest of the population?

   d. how were they treated?

2. Discuss relations between the different ethnic groups in the RPC.

   a. how do they get along?

   b. what problems exist, and how are they solved?

3. Brainstorm a list of the students' stereotypes of whites, blacks, Hispanics, or other minority groups.

V. INTRODUCTION TO FAMILY STRUCTURES

A. Family Structures

1. In Southeast Asia the family is the primary unit of society.
    a. nuclear families are most common in the U.S.; extended families are more common in Southeast Asia.
2. The function of the nuclear family in America is similar to the function of the extended family in the students' native country:
    a. support (moral and financial)
    b. decision-making
    c. education
    d. socialization (teaching of society's values)
3. All members of the students' families will undergo changes once they get to the United States:
    a. parents and children
    b. husbands and wives
    c. the elderly

Suggested Teaching Method:

1. Discuss:
    a. Who's a family member? Who lives together? What is each person's role in the family?
    b. What's an ideal family? A typical family?
2. Discuss and role play the roles of each member of a family in given situations:
    a. husbands and wives
    b. parents and children
    c. grandparents

VI. PARENT AND CHILD RELATIONS

A. Southeast Asian children are generally taught to be:

1. Polite
2. Respectful to elders
3. Obedient to parents, teachers, grandparents, older siblings
4. Shy (especially the girls)
5. Diligent students
6. Helpful in caring for grandparents and younger siblings; helpful to parents around the house

B. American children are taught to be:

1. Responsible
2. Independent
3. Challenging (questioning) of parents and teachers
4. Hard-working (help to support themselves financially)
5. Less influenced by siblings than by peer group
6. Many are less serious about school and grades
7. Interested in sports and extra curricular activities
8. Informal with parents, elders

C. Once in the United States, children usually acculturate faster than the adults.

1. Children learn faster than adults, especially English.
2. They have spent less time in their native country, and are less attached to traditional society and values.
3. They are in constant contact with American children at school, and may pick up the American children's tendency to question their parents and teachers, place great importance on the opinions of their peers and may become less interested in school and grades.
4. They may also pick up the American children's informality with their parents and teachers, which may be interpreted as disrespect.

5. The children may have to act as interpreters for their parents, which causes the parents to lose face.

D. Parents may react to the fast acculturation and "disrespect" of their children by:

1. Being overly conservative.
2. Being harsh in their punishment.
3. Withdrawing from the rest of the family.

E. If possible, parents should try to react to the changes their children are undergoing by:

1. Being patient, and flexible in their judgments.
2. Understanding of the influences on their children.
3. Talking to their children about their role in the family.
4. Seeking the support of other parents in the Indochinese community.

F. Children should try to react to the changes they are going through by:

1. Being moderate in their behavior (not trying to be "instant Americans").
2. Understanding the pressures on their parents.
3. Talking to their parents, understanding the importance of communication.
4. Not placing too much importance on the attitudes of their peer group.

G. Parental obligations in the US are somewhat different from those in the students' native countries:

1. Education is free and mandatory for all children until they are 16; parents are responsible for sending their children to school every day, on time.
2. Child abuse is illegal in the U.S.; parents must be moderate in their punishment of their children or they could be arrested and jailed, or have their children taken away from them and placed in foster homes.
3. Child neglect is also illegal in the United States; children must be properly supervised when parents are away. Babysitters must be 14 years old or older (do not leave children

in the care of an 8 or 9-year old sibling). Day care centers are available in most places, often for free, for families with young children where both parents are working.

4. Children are encouraged to work for "pocket money" in the US, but they are not allowed to work full time until they are 16 years old (in some states until they are 18).

5. Young children must be properly dressed, which includes diapers. Do not allow young children to wander around without any clothes or to urinate on the street.

Suggested Teaching Method:

1. Discuss/brainstorm:
    a. What are the duties/responsibilities of a parent in Vietnam/Cambodian/Laos? What must they teach to be good parents?
    b. What are the duties and responsibilities of children? What must they learn? How must they behave?
    c. Which aspects of a traditional relationship would they like to keep in the United States? To change?
2. Discuss (or role play) the students' reaction in given situations:
    a. child acts disrespectfully.
    b. child refuses to speak native language or insists on doing everything like his/her classmates.
    c. teenage child wants to go on a date, unchaperoned.
    d. child refuses to study hard or to place importance on school work, etc.. Write situations on a piece of paper and give one situation to each group to role play.

VII. RELATIONS BETWEEN MEN AND WOMEN

A. Traditionally, a husband in Southeast Asia usually would be expected to:

1. Be authoritarian and dominant.

2. Support the family emotionally and morally.

3. Be strong emotionally.
4. Discipline the children.

B. A wife would usually be expected to:

1. Be submissive and obedient to husband.
2. Stay in the background; be quiet and polite.
3. Stay at home and cook and clean for the family.
4. Care for the children and the parents (in-laws).
5. Be shy around non-family members.

Suggested Teaching Method:

1. Fill in a "family structures" chart.
2. Role play traditional roles/interactions between men and women; have men play the women and vice versa.

VIII. AMERICAN WOMEN

A. The roles and characteristics of American women are different from those in Southeast Asia:

1. There is great diversity among American women (there are about 110 million women in the United States).
2. Opinions and attitudes depend to a large extent on the educational level, family background, religion and economic class of the individual woman.
3. Women's roles are currently changing drastically in the US, for many reasons:
    A. History
        1. During the industrial revolution women worked in oppresive conditions in factories; the start of their political involvement came when they organized into unions for the reform of working conditions and labor laws.
        2. The suffrage movement in the 1920's granted women the right to vote.

3. During World War I women filled many jobs traditionally held by men.

4. In the 1960's the "women's movement" began, which is striving towards equality with men politically, economically and socially.

5. The Equal Rights Amendment was drafted in the 1970's to make discrimination by sex illegal. The E.R.A. has still not yet been accepted by the government.

B. Education has changed woman's role in society:

1. Because education is mandatory for all children until age 16, there is a high literacy rate among women.

2. More women are now being accepted at universities.

3. More women are being accepted at graduate schools which produces more professional women doctors, lawyers, and managers.

C. Employment: the majority of American women work:

1. Many women work because their income is needed to support their families.

2. Many women work because they choose to pursue careers.

3. As educational opportunities have expanded, more fields are open to women for employment.

4. Many women have moved into jobs that were traditionally for men only, like management-level positions, skilled and semi skilled labor jobs and professional jobs.

5. Many women choose not to work and stay home to care for their families.

D. Legally. women are protected by certain laws:

1. Women have the legal right to:

    - own property

- file for divorce
- vote
- keep their own money and bank accounts.

2. Wife abuse is illegal; husbands can be arrested and jailed for beating their wives.

3. Women are considered to be, and are treated as, individuals under the law, not as the property of their husbands or fathers.

E. Family roles are different for American women:

1. In many families both the husband and wife work for a living, so they share the responsibilities of cooking, cleaning, shopping and caring for the children.

2. Married American women go out alone with their friends, without needing the permission of their husbands.

3. Many divorced men and women choose to live and raise their children alone without remarrying.

4. Many women also choose to lead a traditional lifestyle, staying at home to take care of the house and the family while the husband works to support the family.

F. Socially

1. Young unmarried women will often move away from their parents and live alone, or with other women.

2. Many unmarried men and women live together.

3. Men and women go out together socially; at dinner parties they eat together.

4. Whistling and catcalls are considered rude in the United States; American women should be treated with the same courtesy that would be granted a Vietnamese, Khmer or Lao woman.

Suggested Teaching Method:

1. Ask the students (in groups) to list 3 or 4 things they know about American women and 3 or 4 questions they have about them. Discuss.

2. Role play situations between men and women:

   - if the boss is a woman

   - on a date, etc.

3. Brainstorm/group discussion:

   - ideal husband in U.S. and in native country

   - ideal wife in U.S. and in native country

   - which traditional aspects of relations between men and women do they want to keep in the United States? To change?

IX. CHANGING ROLES OF INDOCHINESE WOMEN IN THE U.S.

A. When they arrive in the United States, the refugee women:

1. Will be influenced to some extent by the American women around them, and

2. May have to get a job to help support their families.

B. Some potential problems:

1. Some women will find that their domestic skills as cooks, housekeepers or seamstress are easily marketable in the the United States and that they will find jobs before their husbands do. Changes take place in the family when the woman takes on the traditionally male role of financially supporting the family.

2. Both husband and wife may find jobs, which raises questions about who is responsible for housekeeping and child raising chores.

3. The men may find jobs and the women choose to remain at home; the women may be bored, homesick, and feel alienated in the new culture.

4. Decisions must be made in many situations as to how to fulfill roles in:

   a. child care

   b. household tasks

   c. financial and moral support of the family

   d. how women should deal with the choices open to them in the United States

C. Possible solutions to potential problems:

   1. Set goals towards which both the husband and wife work (for example, a new car, or a better house)

   2. Work to preserve traditional values, especially the importance of harmony within the family and the disdain of divorce.

   3. Try to be mutually understanding, flexible, and to talk about the changes and problems that each family member is going through.

   4. Practice traditional religion and celebrate traditional holidays; work together to teach traditional values and native language to the children.

D. Note that the same choices about choice of lifestyles that will be available to the students when they arrive are the same choices that exist for American women.

   1. Some American women choose to work; others choose to remain at home.

   2. The same conflicts over roles exist in American families also; there is a very high divorce rate in America.

Suggested Teaching Method:

1. Discuss "what would you do?" in given situations:

   a. working wife/unemployed husband

   b. both husband and wife work

   c. wife wants to go out with her friends

   d. wife stays at home to care for the house and children

2. Use stories to portray situations. Role play.

X. THE ELDERLY

A. The role of the elderly in Southeast Asia often includes the following:

1. They are the most highly respected people in the family and in society.
2. They are dominant in some families.
3. Their advice is sought in family conflicts, and they mediate in conflicts.
4. They preserve traditions and transmit values to the children.
5. They are cared for by the younger generations; they are concerned about their funerals and burial.

B. Most of the elderly in the United States:

1. Retire from working at about age 65.
2. Preserve their independence, and that of their families, by living apart from their children and grandchildren by their own choice.
3. The ill are cared for in nursing homes, usually not by family members.

C. Conflicts and problems over roles which may arise among the Indochinese elderly once they arrive in the United States include:

1. The elderly may feel that the new-found independence of the younger generations is disrespectful.
2. Their values and advice are not as important in the new country.
3. The extended family often breaks down in the United States.
4. They may be lonely, bored, and nostalgic to go back home.

D. Some solutions may be to:

1. Ask the elderly to help the family preserve their traditional values.
2. Celebrate important holidays and religious observances.
3. Seek community support from other elderly people in the Southeast Asian community.
4. Plan activities to bring the extended family together.

Suggested Teaching Method:

1. Role play greetings, showing of respect, and other traditional interactions with the elderly.

2. Group discussions/debates over how to deal with given situations, for example:

    a. how to care for a sick parent, when both husband and wife are working full time.

    b. grandparents are alone in the house all day: how do they feel? What should they do?

    c. grandparents are nostalgic for their old country, and want to go back.

XI. ADJUSTMENT

A. Changes in Lifestyle and Environment

1. People who arrive in a new environment and who undergo a major change in their lifestyle have difficulties in adjusting to their new life.

2. These difficulties may be easier to cope with if the students understand:

    a. the changes they may be going through;

    b. the differences between their native countries and the United States;

    c. the feelings they may have while adapting to a new environment, and the different ways people cope with their feelings;

    d. where to find help and support when they have these difficulties.

3. The initial discussion of feelings and ways to cope which can be related to the students' life in the RPC.

Suggested Teaching Method:

1. Put a "feelings chart" on the board. Use the emotions: sad, lonely, happy, and angry.

    a. Ask the students to define these words.

    b. when do they feel these emotions in the RPC? Under what circumstances?

--- c. What do they do when they have each of these feelings? Who would they talk to?

Do not encourage students to talk about their problems or experiences. This is an exercise for the students to identify their feelings, not to air them.

B. The RPC. People who are lonely or unhappy in the RPC may cope with their feelings in different ways.

1. Some people channel their feelings into constructive behavior:

   a. talking to family and friends about their problems;

   b. becoming involved in neighborhood activities;

   c. volunteering to help friends or neighbors;

   d. doing hobbies (like making crafts or singing);

   e. playing volleyball or other sports;

   f. becoming active in the Temple or Church.

2. Others take out their sadness and frustrations in destructive behavior:

   a. excessive drinking or smoking;

   b. withdrawing from others; hiding their problems;

   c. abusing their wives or children;

   d. acting violently, or attempting rape or suicide.

3. To cope well with their feelings, all the students have resources to turn to in the camp:

   a. drawing upon their own inner resources and strengths;

   b. sharing their problems and feelings with family and friends, seeking the support of those close to them;

   c. seeking the support of the whole community, by becoming involved in neighborhood, church or temple activities.

   d. for those who have exhausted these resources, CMHS (Community Mental Helath Services) can offer additional assistance.

Suggested Teaching Method:

1. Guide Questions:
    a. What are some things the students like to do in the camp?
    b. Does this depend on how they feel?
    c. Can they give examples?
    d. Can they give examples of "constructive" and "destructive" behaviors?
    e. Do they see people who act in these ways?
    f. What do they think about these people?

C. The United States

1. Difficulties in adjustment and feelings of loneliness, sadness or homesickness may be compounded upon arrival in the United States. This may be due to many factors, including:
    a. changes in family relationships;
    b. changes in roles in society (as immigrants and minorities);
    c. communication difficulties;
    d. exposure to new values and ways of thinking.
2. Those who are feeling sad or homesick in the United States may react with the same types of destructive behavior as in the Refugee Processing Center:
    a. excessive drinking or smoking.
    b. Withdrawing from others;
    c. abusing their wives or children; other forms of violence.
3. There are also constructive outlets for those who are having difficulties in adjusting to life in America:
    a. sharing feelings and problems with family and friends;
    b. getting involved with community activities (MAA's, Temple, Church);

   c. volunteering to work with community organizations;
   d. playing sports, and other types of recreation (movies, parks, museums).

4. The same sources of help and support exist in the United States for those experiencing problems:
   a. using their own inner abilities and strengths;
   b. using the help of family and friends, community leaders (monks, elders).
   c. using community organization (MAA's, Temples);
   d. using American social service and mental health agencies when they have exhausted natural support systems (family, friends, MAA's etc...)

Suggested Teaching Method:

1. Refer to the Letters Project Book: see the sections on "loneliness" and "American culture". Ask students to bring in their own letters. Discuss.
2. Discuss and re-inforce the concept of "natural support systems" in the Refugee Processing Center and in the United States.
3. Guide Questions:
   a. What have their friends and relatives in America done when they've felt unhappy?
   b. What may be different in the United States from their native countries and the Refugee Processing Center?
   c. Is it difficult or easy to adapt?
   d. What will they do if they feel lonely or homesick when they arrive in the United States?
   e. When would they turn to family or friends for help and support?

UNIT FOUR - COMMUNICATION

Note: *Some teachers choose to include the sections on "Public Transportation" and the "Post Office" in this unit. Refer to the "Community Services" unit for those sections. For "Verbal and Non-Verbal Communication" refer to the Introduction unit on gestures, and the concept of non-verbal communication.*

I. USING THE TELEPHONE

A. Telephone numbers in the U.S. have 10 digits.

1. A 3-digit area code precedes a number.
2. A local phone number has seven digits. They are arranged as three digits, a dash, then four digits. (123-1234)

B. Making a Call

1. Pick up the receiver, hold the cupped end against the ear.
2. Listen for a low, continuous dial tone. If there is no tone, the phone is not working.
3. Dial the number. Place finger in the hole above the number, pull all the way to the finger stop. Dial carefully.
4. For push-button phones, push one button at a time, slowly.
5. Listen for:
    a. Ringing: a series of short, high tones. Wait for the other person to answer before saying "hello".
    b. busy Signal: a series of fast, high tones, which indicate that the phone called is being used. Hand up and call back later.
6. Hang up correctly.

PHONE EPXRESSIONS: "leave message", "wrong number",
"hold the line", "hang up?

C. How to Get a Private Phone

1. Contact local telephone company.
2. Order one dial phone per residence. Request basic local service only.

3. A deposit must be paid to the phone company; it will be returned when the phone is returned. A co-signer may be required.

4. The phone company will install the phone and assign a phone number.

D. Finding a Phone Number

1. Private phone numbers can be found in the white pages of the telephone book.
    a. telephone books are free. They are supplied by the phone company.
    b. numbers in the white pages are listed alphabetically by family name.
2. Business phone numbers can be found in the yellow pages of the phone book.
    a. businesses are listed alphabetically by the type of business.
3. Call information for assistance.
    a. in most (not all) cities, a number can be called for information; check phone book for the number.

E. Local Calls

1. Social calls
2. Appointments
    a. call in advance to make an appointment to see doctors, social service and government officials, employers, school teachers, etc.
    b. call to cancel an appointment, or if late.
3. Don't hang up if put on "hold".
4. Emergency calls
    a. local emergency numbers (police, ambulance, fire department) are listed in the front cover of the phone book. Place a list of these numbers near the phone.
    b. In some (not all) cities, dial "911" to report

an emergency. It is also possible to dial the operator, "0", to report an emergency.

   c. Be prepared to tell name, address, and nature of the emergency to the operator or police.

5. Special local numbers can be called for information on the time, the weather, and driving conditions.

Suggested Teaching Method:

1. Practice making local calls with the model phone: dialing, greeting, leaving a message and hanging up. Have students say the number they're calling while they're dialing.
2. Practice calling to make or cancel appointments, or to explain lateness.
3. Brainstorm the appointments necessary during the first week or two in the U.S. Practice calling to schedule these appointments, and write them down on a calendar.
4. Practice emergency calls to police, fire department and ambulance. Have students identify their names, addresses, and the problem.
5. Bring in cartoons of emergency situations (i.e., a person bleeding profusely), and have students make the appropriate emergency call.

II. LONG DISTANCE CALLS

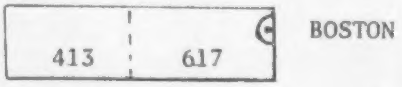
A. Area Codes

1. Area codes designate a certain region. In some cases an entire state will have the same area code, (for example, Utah or Arizona). In other cases, one state may have many area codes, for example, New York or California.
2. To make a long distance call, the area code must be dialed before the rest of the phone number IF the number called is in a different area code. Do not dial the area code to a number within the same area code as the number the call is placed from.
3. Before making a long distance call, know the area code of the number called, and the time zone there.
4. In some areas, the number 1 must be dialed before dialing the area code.

B. Long Distance or Toll Calls.

1. These are calls for which the caller pays a fee.

   For example, a person living in Boston may call any of the cities within the circled area for free. Calls to other cities within the "617" area code are TOLL calls. Calls to the other part of the state to the "413" area code and calls outside of the state, are also TOLL calls.



MASSACHUSETTS

C. Long Distance calls are expensive.

1. Cost depends on:
    - a. the distance called
    - b. the time of day and the day of the week the call is placed
    - c. the length of the call

D. Long Distance Rates

1. Long distance rates are calculated by the minute.
    - a. usually there is a charge for the first three minutes of the call, and an additional charge for each additional minute.
2. Rates differ for certain times of the day, and days of the week:
    - a. full rate: Monday-Friday, 8:00 a.m.-5:00 p.m.
    - b. evening rate: (35% of the full rate charges): Monday-Friday and Sunday, 5:00 p.m.-11:00 p.m.
    - c. night and weekend rate (60% of the full rate charges): all day Saturday, Sunday until 5:00 p.m., and Monday-Friday, 11:00 p.m.-8:00 a.m.

For example:

	First Three Minutes	Each Additional Minute
Full Rate	$.50	$.34
Evening Rate	.32	.23
Night Rate	.20	.14

E. Types of Long Distance Calls

1. Direct calls: dial "1", then the ten-digit phone number. Call will be charged to the person placing the call.
2. Collect calls: call the operator "0" to place a collect call. The person called will pay for the call.
3. Toll-free calls: any number with the area code "800" can be called free of charge.

Suggested Teaching Method:

1. Draw maps to explain concept of area codes.
2. Have students identify long distance and toll-free numbers. Use model phone to practice placing direct, collect and toll-free long distance calls.
3. Tell an open ended story about a refugee receiving a very high phone bill after calling friends and relatives long distance.
4. Review the rate chart for long-distance calls (upper level classes).
5. Review time zones.
6. Divide the class into groups. Assign each group an area code and time zone. Have them make local calls within their group, then long distance calls to other groups, taking into account the different area codes and time zones. Practice making operator-assisted (collect) calls to the other groups. Teacher, AT or volunteer can play the operator.

III. PAY PHONES

1. Pay phones are found along the street, in restaurants, stores, post offices, and other public places.
2. Costs for a local call range from \$.10 - \$.25, depending on the city. Exact change must be used.
3. There are two kinds of pay phones:
    a. dial phone: must insert coins to get a dial tone.
    b. push-button phones: first listen for dial tone, then insert coins.
4. Some calls are free from a pay phone:
    a. calling the operator "0"
    b. calling information "411"
    c. calling an emergency number "911"
    d. calling a toll-free "800" long distance number
5. To make these free calls with a dial phone, insert coins and dial. After calling, hang up and coins will be returned.
6. To make these free calls with a push-button phone, place call without using coins.
7. To call long-distance on a pay phone, dial "0" then the 10 digit number. Operator will state the amount due for the call.

Suggested Teaching Method:

1. Bring in a picture of a pay phone; practice putting in money and placing call.

IV. PHONE BILLS

Phone bills are computerized, and are mailed monthly.

A. The following charges appear on a phone bill:

1. Local calls
2. Long distance calls, which list:

      - a. the city, state and number called
      - b. the time of day and date the call was placed
      - c. the number of minutes of the call
      - d. the cost
    - 3. Tax is added to the bill.
- B. Check the bill carefully; the computer can make mistakes!
- C. Pay the bill by the billing date, or the phone company may disconnect the phone.

Suggested Teaching Method:

1. Bring sample phone bill to class. Have students identify local and long distance charges, the amount due, and the billing date.

V. MAPS

- A. Types of maps that are common in the U.S. include:
    - 1. local street maps
    - 2. highway maps
    - 3. transit (bus and subway) maps
- B. Maps are usually available at:
    - 1. bookstores
    - 2. drugstores
    - 3. gas stations
    - 4. bus stations or transit authority offices

VI. UNDERSTANDING DIRECTIONS

- A. Vocabulary includes:
    - 1. turn
    - 2. left, right, straight

3. near, far
4. across from, next to
5. block, corner

B. Transit signs identify bus routes through a city. Signs may look different in each city.

Suggested Teaching Method:

1. Draw a simple street map on a large piece of paper. Label, with words and pictures, landmarks like a hospital, school, supermarket, post office. Have students give and understand directions from place to place.
2. Add bus route signs to the street map. Have students plan bus trips from place to place.
3. Arrange benches and chairs in aisles like "streets". Blindfold a student and have class give oral directions around the obstacles.
4. CODOG I and II. (see The Journal, Volume I, No. 1, December 1981, No. 2, March 1982.)
5. Bring in CAL signs; have students identify each sign.
6. Have students draw a map of their home towns, or of the RPC.

UNIT FIVE - HOUSING

I. COMPARING HOUSING

A. Values in Housing in America

The ways Americans use their houses reflect many of the values in American society. These values are different in different parts of the US, but they are generally true for most families.

1. Privacy
    - a. children sleep in separate bedrooms from their parents.
    - b. each person tries to be quiet so as not to disturb others.
    - c. guests are entertained in living rooms; bedrooms are considered private.
2. Space
    - a. most Americans value space, and will choose to live in as large and spacious a home as they can afford.
    - b. in most cases, only the members of the nuclear family live together; members of the extended family have their own homes.
3. Indoors
    - a. the front doors in the US are usually locked.
    - b. people who like to sit or play outside usually do so in back of their houses, where they can't be seen by their neighbors, not out on the street.
    - c. Most Americans have little contact with their neighborhood.
    - d. most apartment buildings have no yards around them.
    - e. each household is an independent, self-sufficient unit; Americans would rarely depend on their neighbors for help in preparing food, in caring for their children.

4. Impermanence

   a. Americans move frequently and often do not place a great deal of sentimental value on their homes.

   b. spiritual forces regarding the location, design, and setting of a home are not taken into account in American housing.

B. Types of Housing:

There are four (4) basic types of housing available in the United States:

1. Houses

   a. the largest types of homes available, and the most expensive.

   b. usually have 2 or more bedrooms and are meant for larger families.

   c. often include an attic and a cellar (basement).

   d. surrounded by some land, and have a yard in front and/or back.

2. Apartments

   a. more than one housing unit inside a building (as few as two, as many as hundreds)

   b. there is often a common entrance from the street into the apartment building, but each living unit has a private entrance.

   c. each apartment includes a kitchen and a bathroom.

   d. usually one family lives in an apartment

   e. apartments are usually smaller than houses, and are designed for smaller families.

3. Mobile Homes/Trailers

   a. single family units which include a kitchen and bathroom and can be moved by attaching to a truck.

   b. usually parked on concrete blocks in a Trailer Park, which has small plots of land, and facilities for water and electrical connections to each trailer.

c. can be purchased or rented.

d. for smaller families.

4. Rooms

a. single room rented in a house.

b. cheapest type or accomodation for one or two people only

c. share communal kitchen and bathrooms

Suggested Teaching Method:

1. Split class into groups based on where they lived in their countries (urban, rural, small town). Ask each group to draw a picture of a typical house in their area, a house one of them lived in. Have each group explain:
   - How many people lived there? Who?
   - How many rooms?
   - Where was the bathroom? The kitchen?
   - Was there water and electricity?
   - Who owned the house? How much did it cost?
   - What did they do inside? Outside?
   - What kind of furniture was inside?
   - How much land was outside?
   - Did the doors lock?
   - What materials was it made of?
   - How old was it?
   - Where would guests visit?
2. Have students draw a picture of a house in America. Discuss expectations.
3. Bring in pictures of different sized families, and different sized houses and apartments. Match families with the right sized place to live.
4. Discuss the proverb, "good fences make good neighbors".
5. Ask students to imagine that everyone at the RPC always stayed inside their billets, only coming out when they had some place to go. Discuss the implications of "indoor living" in the U.S.

II. FINDING A PLACE TO LIVE

A. Housing and Sponsors

1. Students will have a place to stay when they first arrive in the United States.
2. In many cases, the accomodations provided upon arrival are only temporary and the students must look for a permanent place to live.
3. Sponsoring agencies can assist in locating places to live.
4. Students who move to another state after arriving are responsible for finding their own housing.

B. Considerations

Before looking for a place to live, each person must know:

1. How much they can spend on housing.
    - a. housing is very expensive in most cities.
    - b. in some places housing is scarce and difficult to find.
2. How many people will be living together.
    - a. each family must find a house large enough to accomodate them.
    - b. zoning laws in many cities regulate the number of people allowed to live in each building.
    - c. usually a landlord will allow two people per bedroom only.

C. Finding a Place to Live

1. Read housing advertisements in the newspaper.
2. Ask friends or sponsor.
3. Read community bulletin boards in supermarkets, laundromats at local colleges.
4. Walk around and look for "For Rent" signs.
5. Ask managers of apartment buildings if space is available.

6. Visit real estate agents or rentals agencies.
    a. these services charge a fee
    b. make sure they are reputable before using

D. Evaluating Housing

When available housing is found, evaluate first:

1. The price
2. The size: is it big enough?
3. Location
    a. near the supermarket
    b. near school, work
    c. near public transit
    d. safe neighborhood?
4. Furnished or Unfurnished.
    a. furnished apartments are more expensive to rent but they save the trouble and expense of buying furniture. Most places both furnished and unfurnished already have lights, stove, and a refrigerator.
5. Are utilities (gas, electricity, water) included in the rent?
    a. telephone costs are usually not included in the cost of utilities.
6. The length of the lease.

E. Looking at a Place

Never agree to rent a place before looking at it. To visit a house or an apartment:

1. Call the landlord.
2. Before making an appointment, be sure that the price and size of the accomodation are suitable.

3. Make an appointment to visit the house/apartment.

4. Check the condition of the:

    a. walls, floors, ceilings

    b. security: locks, bolts

    c. wiring and plumbing

    d. hot water and electricity

    e. appliances

5. Tenants occasionally bargain with the landlord over the price and condition of housing, but it is not very common.

Suggested Teaching Method:

1. Upper Level: List sample housing advertisements on the board. Have students read and explain abbreviations. Call landlord for appointment, role play visiting each place and checking the condition.

2. Make up a list of available housing. Describe the size, price, location advantages and disadvantages of each place. Have each student or group select a place based on their needs and preference. Role play as in (1) above.

3. Split class into "tenant" and "landlord" groups. Have "landlords" give important information about a place they are renting and show "tenants" around. "Tenants" evaluate the type of housing and the condition.

III. LANDLORD - TENANT RESPONSIBILITIES

A. The Lease

1. A lease is a contract between the owner of the house or apartment (the landlord), and the person renting it (the tenant).

2. A lease is a legal contract, made binding by the tenant's signature.

3. Never sign a lease (or any document) that is not clearly understandable, or which has empty spaces.

        a. bring the lease to a friend or sponsor to help explain, if necessary.

4. Landlords may ask that a CO-SIGNER also sign the lease.
    a. if the tenant does not pay the rent, the co-signer will be responsible for paying.
    b. many refugees ask their sponsors to co-sign their leases.
5. Do not accept oral agreements.

B. Terms of the Lease

1. Payment
    a. the lease will list how much rent is due;
    b. how often the rent is due;
    c. on which dates it must be paid.
2. Length of the lease.
    a. how long the tenant agrees to rent the place.
    b. whether this term is renewable, negotiable
3. Damages
    a. most landlords require a SECURITY DEPOSIT, equal to one or two months rent.
    b. if the house is damaged, the landlord will use the security deposit to pay for repairs.
    c. the lease should list the conditions under which the landlord may keep or should return the security deposit.
    d. the lease should list who (landlord or tenant) is responsible for making repairs. Usually, tenants must repair anything in the house that they damage, and landlords repair structural faults, like plumbing, wiring, walls, ceilings, etc.
    e. Tenants should list in the lease any damages to the house that they find before they move in. Otherwise, the landlord may charge the tenant for damages they did not cause.

C. Other Terms:

1. Some leases have additional clauses which include:
    - a. how many people may live in the house.
    - b. whether children or pets may be allowed.
    - c. conditions under which the tenant can repair or change the house (usually requires landlord's permission)
    - d. when the landlord can come and visit (usually a landlord must give 24 hours notice before visiting).

D. Eviction

1. Landlords can evict (throw out) tenants who violate the terms of the lease.
2. Some refugees have been evicted for non-payment of rent or by having more people living in their house than the number specified in the lease.
3. Landlords must give advance notice (usually 30 days) before asking tenants to leave.
4. Tenants who move away before the end of the lease.
    - a. forfeit their security deposit
    - b. may be legally liable to pay all the rent due until the lease expires.
5. Tenants who wish to move before their lease is up can ask their landlords to terminate the lease at an earlier date.

E. Responsibilities to Landlords and Neighbors

1. Tenants are responsible for:
    - a. keeping the house/apartment clean.
    - b. keeping the land around the house clean and neat.
    - c. disposing of their garbage properly.
    - d. being quiet and not disturbing the neighbors.

e. not hanging laundry out on branches, or on the ground

f. making sure that children are always watched by an adult and are properly dressed (with diapers).

g. paying the full amount of rent on time

Suggested Teaching Method:

1. Continue role play on looking for a house. Have "landlords" and "tenants" negotiate and sign lease.
2. Bring in sample lease. Discuss meaning. Have students practice their signature.
3. Have students make a list of everything they should check when they look at a place to live.
4. Bring in a sample lease. Give examples of problems or questions, and have students answer based on the terms of the lease.

IV. HOUSEHOLD SAFETY

Use of rooms, appliances and waste disposal.

A. Living Room

1. Extra room for relaxing, entertaining guests.
2. Not intended as sleeping space; sleep only in bedrooms
3. Do not run a business out of a private home unless licensed.

B. Electric Appliances

1. Stereos, televisions, radios and many kitchen appliances run on electricity.
2. Houses are already wired for electricity; do not rewire the electrical system.
3. Never use electrical appliances near water.
    a. never immerse electrical appliances in water.
    b. never touch electrical wires or sockets if hands are wet.

4. Keep children away from sockets.

5. Do not overload sockets, so as to prevent electrical overloads and fires.

6. Do not waste electricity.

    a. electrical bills can be very expensive.

    b. turn off lights, radios, other appliances when not in use.

    c. use low-watt light bulbs (e.g., 60 watts).

7. Do not stretch electrical wires across a room. Prevent children pulling wires.

C. Heat: Gas or Electric

1. Heat is controlled by a thermostat
    a. keep thermostat set at 68° F. Unless there are elderly people in the house.

    b. heating bills are VERY EXPENSIVE; regulate heat carefully to save money.

    c. prevent heat loss. Insulate around openings.

2. Dress warmly inside house to stay warm, rather than turning up heat.

3. Do not build fires inside the home except in fireplaces built for that purpose.

Suggested Teaching Method:

1. Draw a thermostat on the board with numbers.

    a. have students identify what temperature the arrow is pointing out.

    b. what weather would it be for different temperatures.
    e.g., 35 - very cold outside.
    95 - very hot outside

    c. and/or role play two refugees complaining they feel cold in the house.

        1. One gets up to turn-up the thermostat ---

---

2. the other says/ "no - our electric bill will be expensive. Let's save money and wear sweaters".

2. Visuals of:
    - a. child putting finger in electrical socket.
    - b. radio next to the bathtub.
    - c. socket with many plugs.
    - d. appliance with frayed wires.
    - e. child pulling on wires stretched across room
    - f. empty house with all the lights on.

D Bathrooms

1. Houses and apartments in the US come equipped with hot water.
    - a. water in showers and baths can become very hot very quickly.
    - b. test water before entering to prevent scalding
    - c. do not waste hot water; the electricity or gas used to heat it is very expensive.
2. Close shower curtain when taking a shower.
    - a. American bathrooms do not have drains on the floor.
    - b. curtain prevents water from splashing on the floor.
    - c. wet floors can rot.
3. Toilets in the US are designed to be sat upon, not for standing on.
4. Only human waste and toilet paper should be flushed down the toilet.
    - a. cloth diapers should be washed in the toilet and re-used; not flushed.
    - b. paper diapers, sanitary napkins should be wrapped in paper and thrown away in covered containers.
5. Do not urinate in the showers or bathtub.
6. Be very careful in using electrical appliances (radios, hair-dryers) in the bathroom.

Suggested Teaching Method:

1. Guide questions: How did people bathe in your country? Where did the water come from? Where was the dirty water thrown? Was hot water ever used in bathing?

E. Kitchens - Stoves

There are two types of stoves in the United States: gas and electric.

1. Electric stoves have coils that heat when the dial is turned (heat without flame).

2. Gas stoves cook with a flame.

   a. gas is piped into homes by the local gas company; it is usually not purchased in tanks.

   b. do not waste gas when cooking; it is an expensive utility.

   c. if there is a strong odor of gas near the stove,

      1. open the window

      2. do not light a match

      3. call the gas company. They will come and repair the gas leak for free.

3. There are two types of gas stoves:

   a. without a pilot light. To use:

      1. light a match

      2. turn dial on a little

      3. touch match to burner

      4. adjust flame with dial

   b. do not turn on gas without lighting the flame; the gas fumes are poisonous and potentially explosive.

   c. some gas stoves have a pilot light which is a small flame that runs permanently inside the stove.

1. flame will light automatically when the gas is turned on.
2. if the flame does not light when the gas is turned on, the pilot light may have gone out. Relight the pilot with a match.

4. Most American stoves, gas or electric include an oven and a broiler.
    a. ovens are for baking food.
    b. broilers grill food, like cooking over a charcoal flame.
5. Keep burners and ovens clean to prevent grease fires.

Suggested Teaching Method:

1. Show visuals of different types of stoves. Role play use.
2. List steps in using different types of stoves, cleaning stoves, and reporting gas leaks on strips of cartolina. Mix up strips and have students arrange in correct order.
3. Guide Questions:
    a. How was food cooked in the student's countries? Was food ever baked? How?
    b. Was food cooked indoors or outdoors?
    c. Were safety precautions taken when cooking food?

F. Kitchen Sinks

1. Kitchen sinks have hot and cold water.
2. Only water should go down the drain of the sink.
    a. food, especially rice, can plug drains.
    b. it is very expensive to have a plumber come and unplug the drain.
    c. oil should not be poured down the drain; it should be poured in a can or jar to be thrown away.
3. Some kitchens have a garbage disposal, a set of rotating blades inside the sink drain.

a. the garbage disposal grinds up soft food so it can be rinsed down the drain (rice, vegetables, bread, etc...)

b. bones, or fruit pits should never be put in the garbage disposal.

c. never put fingers into the garbage disposal.

d. always run water into the drain when the disposal is on.

e. be careful not to drop utensils or chopsticks into the disposal.

> Suggested Teaching Method:
>
> Draw a diagram of a drain. Ask what can go into the drain and what cannot. Draw globs of hair, grease, etc., blocking drain.

G. Kitchen Appliance

1. Many Americans use electrical appliances in their kitchens for convenience.

    a. These include electric toasters, knives, mixers, can openers, coffee pots and rice cookers.

2. If using any of these appliances, care should be taken that:

    a. they do not get wet.

    b. children cannot pull on the cords.

    c. the sockets are not overloaded.

H. Washing Machines

1. Most Americans use machines to wash clothes, rather than washing them by hand.

2. Washing machines and dryers are located in the basements of many apartment buildings. Public, coin-operated machines can be found in laundromats.

3. Clothes and soap powder are placed in the washing machine.

when it is turned on, the machine will automatically wash and rinse the clothes.

4. Electric dryers will automatically dry wet clothes.

5. Each washer and dryer is operated differently; read the directions on the machines to operate.

Suggested Teaching Method:

1. Write out some "usage instructions" for different appliances (stoves, appliances, washers and dryers). Explain that students can ask friends or sponsors for help in using appliances, correctly, or they can read the directions that come with the machine.

   Practice reading directions and role-playing use of machines.

2. Bring in pictures of:

   a. gas and electric stoves

   b. refrigerator and freezer

   c. sink and garbage disposal

   d. washing machine and dryer

3. Divide class into groups and give each group 1 picture.

4. Have students:

   a. identify the picture

   b. describe the picture

   c. identify/demonstrate its use

   d. identify safety measures in its use

5. Discuss household safety with the students before visiting the Model House so that they are prepared for what you show them there.

I. Waste Disposal

1. Garbage or trash should be placed in covered containers lined with paper or plastic.

2. In most places it is illegal to burn garbage.

3. There is a "garbage chute" built into many apartment buildings; plastic bags full of garbage can be sealed and dropped down the chute.

4. In many apartments there will be a large garbage bin outside. Garbage can be put there at any time and usually there is no charge to the tenant.

5. In most cities, sanitation workers will pick up garbage from in front of the house. Garbage should be wrapped, tied, and kept in covered containers.

    a. garbage pails should be left outside on specified days and times for pick-up.

    b. never leave garbage in the yard or bring garbage pails outside at any time other than the pick-up day.

    c. ask landlord or neighbor about local garbage pick-up day and time.

6. Some garbage can be brought to a recycling center and sold for recycling.

    a. recycling facilities are different in different cities.

    b. recyclable garbage may include bottles, aluminum cans or newspapers.

Suggested Teaching Method:

1. Guide Questions:

    a. Where was garbage put in your country?

    b. Were there any rules or laws about garbage disposal?

    c. Why are there many rules in the United States about garbage disposal?

2. Present a list of 2 columns: Column 1 - list different types of garbage; column 2 - list different disposal methods. Have students match lists 1 and 2. Discuss.

1	2
1) grease, used oil	a) flush down toilet
2) dust from floors, paper	b) bring to recycling center
3) leaves, grass from yard	c) pour down the sink drain
4) newspapers and bottles	d) throw out in the yard
5) disposable diapers, sanitary napkins	e) burn outside
6) cloth diapers	f) throw out the window
7) human waste	g) wrap, put in garbage can
8) water from washing clothes, or diapers.	h) tie in plastic, leave for garbage pick-up

3) Bring pictures of disposable items; discuss disposal methods.

4) Discuss community sanitation.

V. STORING FOOD AND HOUSEHOLD ITEMS

A. Most Americans shop for food once or twice a week.

1. Supermarkets may be far from home; it is more convenient to shop less frequently.
2. Many families plan a week's menu in advance.
3. Many families buy goods on sale in large quantities to save money.
4. Use of refrigerators and freezers makes it possible to store food for long periods of time.

B. Refrigerators

1. Refrigerators keep food cold and fresh. Almost all American homes are equipped with a refrigerator.
2. Most foods will stay fresh from a few days to a week after purchase, if stored in a refrigerator.
3. Except for fruits, refrigerated food should be wrapped or covered in plastic or aluminum foil.
4. Refrigerators will prevent left-over cooked foods from spoiling temporarily.

5. Left-over canned foods should be removed from the can, placed in a different container, covered, and stored in the refrigerator.

6. Read package label for directions and whether or not packaged foods should be refrigerated.

7. Spoiled food smells bad; smell food that has been refrigerated to be sure it's still fresh.

8. Expiration dates are printed on dairy product packages. Do not eat those foods after the expiration date.

9. Keep the refrigerator door closed to save elctricity.

10. Remember: Foods do NOT keep indefinitely in a refrigerator.

C. Freezers

1. Freezers are usually located in a separate compartment inside or above the refrigerator.

2. Food kept in the freezer will become very cold and very hard, like ice.

3. Food can be stored in a freezer for many months.

4. Cooked foods and most fresh foods can be stored in a freezer. Exceptions are fresh fruits, vegetables and eggs.

5. Foods stored in the freezer must be wrapped tightly and carefully in plastic or foil. Do not place glass jars or bottled drinks in freezer. The contents will expand and burst the bottle.

6. To cook frozen food, remove from the freezer several hours before cooking.

   a. defrosting times depend on the type of food cooked.

   b. many Americans leave frozen food overnight in the refrigerator to defrost.

   c. make sure food is completely defrosted before cooking.

7. Defrosted foods, especially meat and chicken, should be cooked within a day or two after defrosting.

8. Never refreeze defrosted foods.

9. Ice can build up inside freezers. To clean, unplug freezer

and allow ice to melt. Do not chop at ice with a knife or ice pick for it will damage the freezer.

D. Storing Dry Foods

1. Dry foods (rice, sugar, flour, spices) should be stored in tightly covered containers. They can be placed in kitchen cabinets. Do not refrigerate.

2. Canned foods can be stored in cabinets for many months.

    a. don't eat food from cans that bulge, or squirt when opened. They may be spoiled.

    b. some canned foods should be refrigerated. Read that can's label to know if refrigeration is necessary.

E. Storing Household Products

1. Many cleaning products are poisonous.

    a. look for a "skull and crossbones" symbol, or the word warning on the label to identify poisonous products.

2. All cleaning products and medicines should be tightly closed and stored in a high place out of children's reach.

3. Do not re-use cleaning products containers for storing other goods. Close empty containers tightly before disposing.

4. Do not mix cleaning products.

5. Store cleaning products and medicines in a cool, dry place.

6. Some cleaning products are very strong. Do not inhale the fumes from cleansers. Keep hands from mouth and eyes when using. Wash hands well after use.

7. Do not store gas or other cleaning or poisonous products in other containers that may attract children, e.g. softdrink bottles.

Suggested Teaching Method:

1. Introduce vocabulary/signs commonly found on poisonous products:

    a. DANGER ---

--- b. FOR EXTERNAL USE ONLY

c. DO NOT INHALE FUMES

d. AVOID CONTACT WITH SKIN AND EYES

e. FLAMMABLE

f. POISON

g. SKULL AND CROSSBONES

2. Show picture of skull and crossbones. Bring in pictures or samples of various household products. Have students separate those which are dangerous and those which are not.

3. Bring in pictures of many different foods and different packaging. Ask students to identify which foods can be frozen, refrigerated, stored in cabinets, etc.

4. Have students prepare a menu and shopping list for one week's food. Have them describe how and where to store each item.

VI. HOUSEHOLD SECURITY

Many refugees live in high-crime areas in the United States.

A. To keep houses secure:

1. Install locks, bolts and chains on all doors.
2. Lock windows and install bars on first floor windows.
3. Make sure doors and windows are securely locked if no one is at home.
4. Be careful with door keys; store safely.
5. Have an escape route planned from the house or apartment in case of fire or other emergencies.

B. Do not open the door for strangers

1. Ask for identification before allowing strangers inside e.g., repairman, mailman, etc...

C. Do not keep valuables or large amounts of cash in the home.

1. Keep cash and valuables in a bank.
2. If goods are stolen report the crime to the police.

D. To help prevent mugging

1. Avoid walking in dark places at night.

2. Women should not walk alone at night.

Suggested Teaching Method:

1. Have students brainstorm some security precautions which may have been necessary in their countries.

2. Guide Questions:

   a. Was crime a problem? How serious a problem?

   b. Was there more trouble with robbery in cities than in the countryside?

   c. Is crime a serious problem in the United States?

   d. Are security precautions important?

VII. REVIEW - SUGGESTED TEACHING METHODS

1. Present some of the following "cross-cultural incidents". They can be told as "critical incidents", or as open-ended stories. The class or groups can work on each incident, either as a discussion topic, or to present as a role play.

   a. Mr. and Mrs. Nguyen and their four children live in a three-bedroom apartment. Last week, their relatives arrived from the RPC - all seven of them. The Nguyens were very happy to welcome their relatives, but their landlord became very angry and said that the relatives would have to leave.

   b. Mrs. Hoa has a 2:00 p.m. doctor's appointment. She leaves her four year old son playing alone in the yard, because she assumes that her neighbors will watch him.

   c. The Chea family went out to the movies one night. When they returned, they found that someone had broken into their apartment, and stolen all the money that Mrs. Chea kept under his bed. "That's my fate", said Mr. Chea, "no use telling the police".

   d. Mrs. Huynh's eight-month old baby is very unhappy wearing diapers. Mrs. Huynh takes the diapers off her baby whenever she plays outside. The neighbors become very upset, and call the landlord.

e. Mr. and Mrs. Bounthoun go to visit an apartment. The apartment they see isn't too bad, but many repairs need to be made. The landlord urges them to rent the apartment: "Better sign the lease now", said the landlord, "because if you don't take this apartment then someone else will. Don't bother to read the lease, just sign it!"

UNIT SIX - EMPLOYMENT

I. EMPLOYMENT VALUES

A. Americans are still somewhat influenced by the "puritan ethic".

1. People are identified by the type of job they do.
2. It is very important for everyone to work and work hard. "Laziness" is frowned upon.
3. Work and play are kept distinctly separate; jobs do not have to be "fun".

B. Peoples' jobs do not always reflect their educational or economic background.

1. Many will take different jobs than ones related to their skills or background.
    - to learn about another type of job
    - for income until they find the job they want
2. Even those without formal education for a given job can still move up to higher positions.

C. Upward Mobility

1. In the past, immigrants to America often had to begin in low-paying entry-level jobs.
2. Many refugees may also have to start working at low-paying entry-level jobs.
    - education or skills attained in their native countries may not be automatically accepted by US employers
    - refugees may have to establish their credibility as employees at low-paying jobs before they are accepted into higher-skilled positions by working hard, following rules, and showing initiative.
3. After building a "good work record" at one job, many people look for more highly skilled jobs which suit their abilities.
    - most Americans frequently strive to improve their job situation and get higher salaries
    - great respect is accorded to those who are able to start in entry-level jobs and work their way up into better positions.

Suggested Teaching Method:

1. Draw a staircase.
    a. explain how the first stair representes an entry-level job. Ask students for examples of entry-level jobs. Describe how people can "climb" to better-jobs, by taking on new types of employment, or being promoted.
2. List the 1st job and progressive jobs that either you or fellow teachers have had in America. The idea is to show upward mobility.

II. OVERVIEW: HOW TO GET A JOB

A. Know abilities, skills, educational background, and previous employment experience.

B. Have I-94, Social Security Card.

C. Contact or try:

1. Sponsors, Volags, MAA's
2. State employment agencies
3. Newspaper ads
4. Friends, relatives
5. Signs, walk-in inquiries

D. Make job-interview appointment

E. Fill out application form.

F. Interview for job.

G. Understand

1. Pay
2. Hours
3. Responsibilities
4. Relations with Employer

Have students give an overview on how to find a job in their own country. Then review the steps in finding a job in the U.S.

III. SKILLS ASSESSMENT

A. Students should be able to describe:

1. The jobs they had in their native countries.
2. Their skills and abilities.
3. Their hobbies or special interests.
4. How long they worked at each of their jobs.

B. Students should understand:

1. Which of their skills or working experiences could be employable in the U.S., and which could not.
2. The difference between "skilled" and "unskilled" jobs.
3. Common entry-level jobs in America.

Suggested Teaching Methods

1. Have students define a "skill"; what do they know how to do?
2. Define "skilled" and "unskilled" jobs. Refer to the CAL "Employment" monograph's appendix for lists of jobs.
3. Have the students describe all the different skills they may have learned by doing a given job in their country. Emphasize that everyone has some kind of experience which may be useful when applying for jobs in America.

   For example:

Fisherman:	clean and sell fish, weave nets, navigate, repair engines, build or design boats
Farmers:	buy seeds, sell crops, operate farm equipment, tend gardens, raise livestock.
Housewives:	cook, clean, sew, care for children, tend gardens, buying and selling skills (in a small store or in the market).

4. Discuss the student's hobbies, and how some of those skills may be marketable in America. For example, baking bread or cakes, weaving mats or baskets, woodcarving or stonesculpturing, landscaping.

---

5. Discuss how they learned each of their skills - in school, or by watching others, or by practicing themselves. Describe how the same "learning techniques" can be applied in the U.S.

6. Guide Questions:

    a. What jobs have you done? What were your specific tasks?

    b. How did you learn your jobs?

    c. What is a "skill"? What skills are you using in the RPC?

    d. What would you like to do in the U.S.? What kinds of skills would be necessary? How will you learn these skills?

IV. LOOKING FOR A JOB

A. There are many resources that exist to assist refugees in finding a job.

1. The type of resources available depends on the community where the students resettle; each place is different.

2. Before they start to look for a job, the students must first understand:

    a. their work experience, and other skills.

    b. the concept of "entry-level jobs"

B. It is the refugees' responsibility to look for a job.

1. Most of the resources available only assist them in looking for a job.

2. Occasionally, a job may be waiting for a newly arrived refugee, but that is an exception.

3. It is not always easy to find a job

    a. the unemployment rate is high (about 9%)

    b. be prepared to apply for many jobs before being hired at one.

    c. even skilled refugees are often viewed as first entrants into the job market.

4. Be willing to accept a job, ANY JOB, to gain experience and credibility in the American working force.

C. American Hiring Policies

1. Most employees in the US are hired through "merit"; the most highly qualified applicant or in some cases, the first qualified applicant, will be hired.

2. "Patronage", whereby the boss' friends or relatives are hired, does exist in the US, but it is much less common than in Vietnam, Cambodia or Laos.

D. Help in looking for a Job

1. Volags of MAA's
    - a. the employment services offered by Volags or MAA's depend on the area of resettlement.
    - b. volags may offer
        - a. translation and interpreting services.
        - b. skills assessment services.
        - c. information on available jobs in the community.

2. State Employment Agencies
    - a. services offered through employment agencies are free, and available to everyone who lives in that State.
    - b. state employment offices offer:
        - 1. skills assessment services, and assistance in preparing personal data forms.
        - 2. information on vocational training programs available in the community
        - 3. information on available jobs; referrals to companies looking for employees.
    - c. companies are not obligated to hire anyone referred to them by an employment agency.

3. Private Employment Agencies
    - a. provide the same types of services as state employment agencies, but charge a fee.

b. usually, private employment agencies provide job referrals for professional-level jobs, not entry-level jobs.

4. Friends or Sponsors

a. may be able to offer advice as to where there are available jobs.

b. may help in skills assessment and preparation of personal data.

c. occasionally, friends or sponsors may be able to get a job for a refugee.

5. Newspapers

a. advertisements for jobs available (called "want ads") appear in the newspaper daily.

b. the ads are abbreviated, and can be difficult to read

1. ask a friend, sponsor, or Volag staff, to help read the ads, if necessary.

c. most want ads include a telephone number or address which can be contacted for more information.

1. call for potential jobs early in the day.

d. check the want ads daily; some jobs are only advertised for one day.

6. Signs and Walk-in Applications

a. many employers look for job applicants by placing "help wanted" signs in the windows of their companies.

1. walk around looking for "help wanted" signs to find available jobs.

b. many companies will accept job applications even if they are not looking for employees.

1. They keep the applications on file in case a job opening becomes available.

2. Many people find jobs by filing application at many companies, and waiting for a response from one.

Suggested Teaching Method:

1. For upper level classes, list sample "want ads" on the board. Have them read the ads, select appropriate jobs, and call to make an appointment for an interview.

2. Practice an interview at an employment office. Have students describe their background and skills and their personal data. Discuss types of jobs they would be willing and qualified to apply for.

3. For lower levels, show the sign "Help Wanted", review as a sight word.

4. Do a role play on the steps in looking for a job (Volag, agencies, friends).

5. Discuss the proverb "If at first you don't succeed, try and try again". Stress that they will probably have to apply for many different jobs before being hired.

V. DOCUMENTS

It is essential to have two pieces of identification when applying for a job.

A. I-94 Card

1. An I-94 card is issued to each refugee by the US Immigration and Naturalization Service before they leave the RPC.
    a. the I-94 is already filled out, and is placed in the family's ICM bag.

2. All non-citizens in the US must carry an I-94 card to prove that they are in the country legally.

3. The refugees' I-94 authorizes them to work in America.

4. Never lose the I-94. If it is lost, report to the nearest INS office to have it replaced.

5. An I-94 must be brought to every job interview.

B. Social Security Card and Number

1. Each student should apply for a social security card when they first arrive in the U.S.
    a. on the card is a nine-digit number, called a social security number.
    b. the digits are always written in the form 000-00-0000 (123-45-6789)
    c. This card should be carried at all times, especially when applying for jobs.
2. The social security number is used as an identification for almost all things connected with the government.
    a. paying taxes
    b. applying for a driver's license, and other types of licenses and permits
    c. voting
    d. cashing checks, taking out loans, other financial procedures
    e. enrolling in school
3. Do NOT lose the social security card.
    a. if lost, report to nearest Social Security Office, which will replace the card, with the same number.
    b. never make up a social security number, or use a number that belongs to someone else.
4. Apply for a social security card at a local social security office.
    a. sponsors will assist in making the application.
    b. bring I-94 as identification

C. Also bring any diplomas or certificates, when applying for a job if they are available.

Suggested Teaching Method:

1. Bring in sample I-94 and SS cards. Discuss when they should be carried, why they're necessary, and what to do if they're lost.

2. Practice filling in the application form for a social security number.

VI. PERSONAL DATA

A. Almost every company will ask job applicants to fill out an application form.

   1. Application forms are different in different places, but all will ask for the applicants:

      a. personal background (age, sex, martial status, number of children).

      b. employment background (number of years of education, years attended, degrees or certificates held).

B. It is essential that job application forms be filled out neatly, accurately and honestly.

   1. Lying on a job application is grounds for dismissal.

   2. Information provided on all job application forms must be consistent (i.e. do not say one thing on one application form, and something else on another). Information should be consistent with biodata given to JVA and INS.

   3. Employers will view a job application form as an example of the employee's best work, especially in many entry-level jobs.

C. Students should prepare this information now, and bring it to the U.S.

Suggested Teaching Method:

1. For level one and two students, the ability to write their personal data is of secondary importance to their being able to describe their backgrounds. These students should first understand:

   a. their employment, personal and educational backgrounds.

   b. why they must know this information, and why it must be honest. ---

--- c. in what circumstances they need to produce this information.

Level one and two students should review:

a. writing and spelling their names;

b. telling their date of birth and age;

c. telling their marital status and number of living children;

d. their nationality and date of arrival in the U.S.;

e. their previous jobs, the specific duties, the number of years they did each job, and why they left;

f. their other skills, talents or special interests.

2. Students level three and above should fill out the personal data and employment forms in their workbooks.

   a. split students into groups. Try to put at least one good (or better) English speaker in each group.

   b. have entire class fill in form one line at a time.

   c. do not write any information on the board, like your name and address, or a sample name. Students may become confused and copy what's on the board.

   d. devote individual attention to each student, to assist them and correct their work.

   e. translate terms carefully. Many jobs which the students did in their countries have no English equivalent.

3. Note that some of the lines on the form do not need to be filled out:

   a. a "T Number" or other case number will not be used once the students get to the U.S.

   b. an "A Number" is the number that appears on the I-94.

   c. it is sufficient to know the number of LIVING children, not to write their names and ages.

   d. it is unnecessary to answer the question "citizen of.......". ---

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e. leave spaces for address, phone number, and social security number BLANK.

f. each student's most recent work experience would be in the RPC, or their camp of first asylum.

g. their most recent education is the ESL-CO program.

VII. HOURS, PAY, BENEFITS

A. Each job-seeker should assess the HOURS, PAY and BENEFITS each job offers.

1. These differ at each job.

2. Knowing these helps the job applicant evaluate the job they are applying for.

B. Hours

1. A full-time work week in the US is forty hours long.

a. most people work eight hours a day, five days a week.

b. most jobs include a break for lunch, and one or two "coffee breaks".

2. Most people work from 8:00 or 9:00 a.m. until 4:00 or 5:00 p.m.

a. many factories are open 24 hours a day, and operate on a "shift" system.

b. factory workers often work "shift" hours, for example, 8:00 a.m. - 4:00 p.m., 4:00 p.m. - 12:00 midnight; 12:00 a.m. - 8:00 a.m.

3. Many people work part-time at jobs.

a. in most jobs, part-time employees work less than 40 hours per week.

C. Pay

1. Employees may be paid at different "rates":

a. HOURLY rate: pay is calculated according to the number of hours worked.

b. MONTHLY rate: a set monthly wage is paid based on a set amount of hours the employees are expected to work each month.

   c. PIECEWORK rate: common in production and assembly-line work. Employees are paid a set amount based on a given number of units produced. They are paid an additional amount for each unit produced above the minimum.

2. Minimum wage is the smallest amount an employer can legally pay his employees for each hour they work.

3. Minimum wage in the U.S. is ABOUT $3.35 per hour, for full-time workers.

   a. some states have higher minimum wages.

   b. some jobs will pay less than the hourly minimum wage, (like wiatresses) but it is expected that people working at these jobs will make extra money in tips.

4. Persons who work more than eight hours a day or 40 hours a week are entitled to compensation.

   a. most companies will pay "time and a half" (i.e., 50% of the regular hourly wage) for each hour of overtime work.

   b. some companies give "compensation time"; employees take one hour off for each overtime hour worked. This is done only on a voluntary basis.

5. Paychecks may be issued to employees at different times. The most common are:

   a. weekly

   b. every two weeks

   c. twice a month

   d. monthly

   e. the frequency with which paychecks are issued is not usually related to the pay rate (hourly, piecework, etc).

D. Benefits

1. Benefits offered at each job will be different.

2. Some common benefits offered are:

   a. paid sick leave: employees may take a certain number of days off for illness, and still receive pay.

  - b. paid holidays; employees may take a certain number of days or vacation, and still receive pay.
  - c. health insurance; employers may offer health insurance to their employees at low or no cost.

Suggested Teaching Method:

Find out how much the students know about the above areas thru guided questions and answers. Fill in the missing information.

VIII. Job Interviews

A. Almost all employers schedule a job interview with job applicants.

1. Appointments must be made to schedule a job interview.
2. Job interviews may be scheduled in one of two ways:
   - a. the applicant makes an appointment for an interview, and fills out a job application form before or after the interview or,
   - b. the applicant fills out a job application form. After reviewing the form the employer decides whether or not to ask the applicants to return for an interview.
3. Job interviews are an opportunity:
   - a. for the employer to learn about the job applicant.
   - b. for the applicant to learn more about the job.
   - c. for the applicant to convince the employer to hire him/her.

B. Before the interview

1. Find out as much as possible about the job.
2. Evaluate whether the job matches the skills and interests of the applicant.
3. Prepare personal data.
4. Know:
   - a. the TIME of the interview.
   - b. the PLACE where it will be held.

c. how to GET TO the interview.

d. WHO the interview will be with.

C. The days of the interview.

1. Dress neatly, cleanly and appropriately. First impressions are very important.

2. Bring:

    a. I-94

    b. Social Security Card

    c. any diplomas or certificates

    d. personal data forms

3. Arrive ON TIME, or a few minutes early.

4. GO ALONE to the interview, or with an interpreter if necessary.

D. During the Interview.

1. Wait to be invited in.

2. Shake hands, make introductions.

3. Do not smoke or chew gum.

4. Wait to be seated until invited.

5. Look the interviewer directly in the eye.

    a. people who do not maintain eye contact are thought to be dishonest.

    b. avoid nervous gestures.

6. Be prepared to discuss:

    a. skills and qualifications for the job.

    b. why this job was applied for.

    c. background experiences and achievements.

    d. "why should I hire you?"

7. Applicants should try to "sell themselves" at an interview.
    a. speak honestly and directly about the qualifications they have.
    b. be prepared to explain why they are the best candidates for the job.
    c. project that they are willing to learn, to work hard, and that they are interested in the job.
8. Answer questions fully.
    a. ask to have questions repeated if necessary.
    b. give full answers, rather than just "Yes" or "No".
9. Be sure to understand the following points about the job:
    a. the duties and responsibilities
    b. the hours
    c. the salary
    d. the benefits
    e. the starting time
    f. ask about these points if the interviewer has not explained them.

E. At the end of the interview:

1. Understand what will happen next.
    a. if hired, and when to start.
    b. if the company will call back.
    c. if it is necessary to call the company back.
2. Shake the interviewer's hand; thank him/her.
3. If the interviewer asks the applicant to "call back later", it does not necessarily mean that they haven't been hired, but just that the interviewer wants to think about his decision. Continue to express interest in the job, if possible.

F. Note that while it is important to be confident and direct at a job interview, there is a very fine line between ASSERTIVENESS and AGGRESSIVENESS.

1. Job applicants should be honest about their qualifications and experience but without bragging.

2. They should explain why they feel that they should be hired. but without appearing "pushy" to the interviewer.

Suggested Teaching Method:

1. Prepare a list of entry level jobs. Have students role play applying for one of the jobs listed.

    a. it is misleading to have students believe that they can choose whatever job they'd like; in the US they will have to apply for whatever jobs are available.

2. Practice role-played interviews in class.

    a. put a table and chairs in the middle of the class.

    b. use the Assistant Teacher if necessary.

    c. have students come to the "interview" dressed neatly and cleanly, and with their personal data forms.

    d. ask questions like:

        - What experience do you have?
        - Why do you want to work here?
        - Why should I hire you?
        - What are your hobbies?
        - Tell me something about yourself.

    e. leave out some information (like duties, salary or hours), see if students ask about them.

    f. have the class evaluate each "interviewee's" performance. ---

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3. For upper level classes, have the students interview each other. See if they can conceptualize the qualities an employer looks for in an employee.

4. Do a "joke" interview. Have students point out mistakes.

5. Make sure that the students clearly understand:

    a. why they are doing the role play?

    b. what they should be learning?

    c. how they can apply the things they have learned when they are in the U.S.

6. Have students brainstorm:

    a. possible questions an interviewer will ask at an interview.

    b. questions the applicant can ask before the end of the interview.

7. Guide Questions:

    a. If you are the owner of a company what questions will you ask a job applicant?

    b. what information should you have before the end of the interview?

IX. THE WORK PLACE

A. Work Records

1. It is very important to build a good work record in the U.S.

2. A work record is an evaluation of job performance.

    a. supervisors or employers keep track of each employee's performance.

    b. this record is referred to if the employee asks for a promotion, or a letter of recommendation for a new job.

    c. The employee's attendance record, efficiency and attitude are all evaluated as part of his work record.

3. Due to the refugees' lack of work experience in the US, it is essential that they build a good work record when they arrive.

   a. each refugee must establish their credibility as efficient, reliable workers.

   b. each refugee must prove that his/her skills are valuable to an employer.

4. It is important to spend at least SIX MONTHS at a job in order to build a good work record.

   a. it takes about six months for a supervisor to fully evaluate a worker's job performance.

   b. after six months or a year at their first job, many refugees begin to look for a better job at a higher salary.

   c. workers who change jobs very frequently (every month or so) are considered to be unreliable.

B. Qualities of GOOD Employees

1. Most employers look for employees with the following qualities:

   a. ability: workers who do their job well.

   b. dependability: workers who do what is required by the company regulations.

   c. efficiency: workers who work quickly and neatly.

   d. cheerfulness: workers who get along with others on the job, who are co-operative, and who do not frequently complain.

2. Punctuality

   a. in America "time is money".

      1. workers who are late are considered unreliable.

   b. most people are paid by the number of hours they work.

      1. employees who are late for work will not be paid for the time they missed.

      2. those who are frequently late for work may be fired.

      3. anyone who must be late for work for some reason MUST CALL their employer to say they will be late.

c. many companies have a TIME CLOCK.

  1. a time clock is a machine with a clock built into it.

  2. each employee gets a "time card" with their name on it.

  3. each time they enter or leave work, the workers must "punch" their card into the time clock, which will print the time onto the card.

  4. employees are paid for the number of hours worked as recorded on the time card.

d. being at work on time is every employee's most important responsibility.

  1. other commitments and appointments must be attended to outside of working hours.

e. break times are carefully scheduled.

  1. most companies allow their employees to take one or two short breaks during the day, and a lunch break.

  2. many companies ask employees to punch the time clock at each of their coffee and lunch breaks.

  3. it is essential to leave and return from breaks ON TIME.

3. Giving notice.

  a. people who want to leave their jobs should give at least TWO WEEKS notice to their employers.

    1. advance notice gives the employer time to hire a new employee as a replacement.

    2. giving advance notice gives the employer time to write a recommendation based on the employee's work record.

  b. vacation and holiday time must be scheduled in advance.

    1. each company has different regulations about the amount of vacation time each worker is

entitled to, and how much advance notice is required before taking a vacation.

2. each employee must ask permission before taking any time off from work.

4. Asking questions.

    a. ask to have instructions repeated if they aren't clearly understood.

    b. carefully perform all tasks the employer assigns.

    c. if the employer's directions aren't clear, ask him for clarification, not another employee.

5. Chain of command.

    a. most new employees are responsible to an "immediate supervisor".

    b. supervisors are responsible for

        1. checking on the employee's work performance.

        2. helping the employees do their job well.

    c. it is important to maintain good relations with supervisors.

        1. questions or problems should be brought directly to the supervisor.

        2. employees should not go past the supervisor to anyone higher in the chain of command.

6. Safety rules.

    a. many factories and construction sites have SAFETY RULES which their employees must follow:

        1. safety rules include the use of protective equipment (gloves, masks, shoes)

    b. people should always follow safety rules, without having to be reminded.

        1. those who ignore safety rules are considered to be irresponsible.

        2. persons who continually disobey safety rules may be fired.

Suggested Teaching Method:

1. Guide Questions:
    - What makes a "good worker" in Vietnam/Cambodia/Laos?
    - What rules do most bosses have?
    - Was it important to be on time? What would happen if people were late?
    - Are there any safety rules?
    - How would confusion or problems on the job be handled?
    - Would people ever quit a job? Why? How?
    - Were people ever fired? Why? How?
    - What kind of breaks did people take? Were there rules about breaks?
2. Use a sample contract. Give situations; see if students respond within the terms of the contract.

X. PAY STUBS

A. Students must be able to distinguish between GROSS and NET pay.

1. GROSS Pay is the amount the employer pays an employee, based on hourly, monthly or piecework wages.
2. NET Pay is the amount of pay the employees actually bring home after deductions.

B. Deductions.

1. A deduction is an amount of money that is taken out of a worker's salary before he/she is paid.
2. Different people will have different amounts deducted from each of their paychecks.
    a. some deductions are mandatory; they are taken out of everyone's paycheck.
    b. other deductions are voluntary.
        1. some employers deduct certain amounts from their employees' paychecks.

2. some employees choose to have certain deductions made from their checks (i.e., payment for loans.)

C. Taxes

1. EVERY worker in the US has taxes deducted from their salary
    - a. the amount deducted in taxes will depend on:
        1. the employee's salary.
        2. the number of people in his/her family.
2. The amount of taxes deducted are calculated according to a form that EVERY employee must fill out whenever they start a job.
    - a. this form is called a W-4 TAX FORM.
    - b. the W-4 form asks for:
        1. the employee's name.
        2. social security number.
        3. number of DEPENDENTS (i.e., the number of people dependent on that employee for support).
        4. relatives in Vietnam or other countries CANNOT be counted as dependents, even if the worker regularly sends them money.
3. The different taxes deducted ("WITHHELD") from each paycheck are:
    - a. FEDERAL WITHHOLDING TAX
        1. A certain percentage of each employee's paycheck automatically goes to the FEDERAL government in Washington.
        2. Money deducted for federal taxes helps pay for the welfare system, national defense, national highways, etc.
    - b. STATE WITHHOLDING TAX
        1. Each state will deduct a certain percentage from every worker's paycheck.

2. Different states withhold different percentages of a worker's paycheck.

3. State withholding taxes help to pay for the state's welfare system, the roads, etc.

c. LOCAL WITHHOLDING TAX

1. Some, not all, cities withhold a certain percentage of worker's salaries.

2. City taxes help pay for the school system, the police and fire departments, etc.

d. FICA (SOCIAL SECURITY TAX)

1. EVERY worker has a percentage of his wages withheld in Social Security taxes.

2. The "SOCIAL SECURITY SYSTEM" is a type of mandatory insurance program established by the government.

3. All the funds withheld from workers' paychecks go into an "account" held by the government.

4. When workers can no longer work, because they are too old, or are disabled, they can collect social security funds back from the government.

5. The amount that a retired or disabled person can collect back from Social Security depends on 1). How many years they've worked, and 2). How much their salary was.

6. In case of a worker's death, his family can collect Social Security funds called "survivor's benefits".

D. Other deductions.

1. Some employers may take other deductions out of their employees' checks; for example:

   a. union dues

   b. charges for tools or uniforms

2. Voluntary deductions are those which the employee requests, for example:

a. insurance payments

b. savings plans

Suggested Teaching Method:

1. Teach the sight words "GROSS PAY" and "NET PAY". Define and translate.
2. Discuss the importance of understanding the difference between gross and net pay (for example, basing a budget on gross, rather than net income).
3. Draw a sample pay slip on the board. Show the deductions which would be listed on a check.
4. Guide Questions: - How were you paid in your country?

   How did you pay taxes?

   What did tax money pay for?

   Did employers ever "withhold" money from employees?

XI. ATTITUDES TOWARDS WORK

The following information is general in nature. Variations will exist among the different countries in Southeast Asia.

A. Attitudes in Southeast Asia

1. The boss is a PATERNAL figure.
   a. he is expected to be understanding of his employees' problems, and to anticipate their needs.
   b. he will contribute towards weddings, funerals, and other ceremonies celebrated by his employee's families.
   c. he must always be dignified and respectable, inside and outside the work place.
2. Hiring and promotions are done through personal connections
   a. business is often "family run", staffed by relatives and close friends of the employer.

   - b. the employees are loyal to the boss and the company; many people stay working for one company all their lives.
   - c. employees will look for work commensurate with their educational and economic background.
     1. workers will rarely accept jobs that are "above" or "beneath" them.
     2. many workers will enter the same profession as their parents, because family connections will have already been established.

3. Manual labor is often unacceptable to educated persons.
   - a. there is a division of labor whereby educated persons "work with their minds", and uneducated persons "work with their hands".
4. People will build close friendships at work.
   - a. personal problems will often be shared with colleagues.
   - b. work should be enjoyable.

B. Attitudes in America

1. Relationships on the job are expected to be professional not personal.
   - a. personal problems should not interfere with work.
   - b. the boss is expected to be dignified at work; outside of work he may be casual and friendly with his employees.
   - c. work isn't always "fun".
   - d. arranging and paying for personal or family ceremonies is the responsibility of the employee.
   - e. company rules apply equally to all employees.
2. "Directness" is important at work.
   - a. employers will lose their tempers with employees who do not follow the rules.
   - b. employees must express their needs to their employers.

        1. bosses will not anticipate their employees' needs.
        2. vacation and leave time must be requested and scheduled in advance.

3. Hiring and promotions are done through merit.
    a. the most qualified candidates are hired.
    b. employees with a good job performance, or with the most seniority, are those promoted.

4. Upward mobility.
    a. many people, especially new arrivals in America, will take jobs that are "below" their educational or economic status.
        1. many Americans will take low-paying jobs either as a learning experience, or to make money until a better job can be found.
        2. Americans feel that something can be learned at every job.
    b. after building a good work record, most Americans try to find better, higher-paying jobs.
        1. it is best not to leave a job until another one has been found.
        2. two weeks advance notice should be given before leaving a job.
        3. most employers are understanding of employees who leave for better-paying jobs, and will write references for good employees who want to leave.
    c. those who start working in entry-level jobs and work their way up into high-paying jobs are granted a great deal of respect in America.
        1. some famous American folk-heroes are people who started with little money or education, but then became rich and powerful through their talents and abilities.

C. Work and Study

1. Most American students work part-time while they're studying.

    a. a college education can be very expensive, so it is necessary to work while studying for support.

    b. many students feel that what they learn at a job augments what they are learning at school.

2. Many workers in the US also attend school part-time.

    a. some wish to acquire more technical skills so that they can get better jobs.

Suggested Teaching Method:

1. Use discussion groups to find out what attitudes towards work are prevalent in the student's culture. Have other groups work on what they think American attitudes towards work are. Process the information the groups generate to cover the material in this teaching point.

2. Guide Questions:

    - What were an employee's responsibilities to his/her employer in your country?
    - What were the employer's responsibilities to his employees?
    - How did workers approach the boss?
    - How long would people work at one job?
    - Who should do manual labor? Who souldn't?
    - What were the relationships between employees like?
    - Would people ever work and study at the same time?
    - What can be learned by doing an entry-level job in America?

XII. REVIEW

Suggested Teaching Method:

1. Present some of the following "Cross-cultural incidents" to the class, or make up some of your own? The "incidents" may also be described as open-ended stories.

2. Break the class into groups. Have each group:

    a. identify the problem

    b. identify the cultural values on which the problems are based.

    c. recommend a solution

3. Some suggested incidents are:

    a. Mr. Minh filled out a job application form at one factory. He's waiting for them to call him back, and he's afraid to apply anywhere else in the meantime.

    b. Mrs. Meo didn't feel well one morning, so she just stayed in bed. "It's no problem", she thought, "I'll tell my boss about it tomorrow."

    c. Mr. Thanh's son will be getting married in a few days. Mr. Thanh wonders why his boss hasn't offered a donation for the wedding yet.

    d. Mr. Sok works at a factory. When he arrived for work 30 minutes late his supervisor yelled at him in front of all the other workers. Mr. Sok was ashamed, and wanted to quit.

    e. Mr. Bounsai was a bank clerk in Laos. When he arrive in America he was offered a job as a janitor He refused the job, saying "Janitorial work is demeaming for me. I'll just try to study English instead".

    f. Mrs. Heng was offered a job working on a small farm. "I'll hire you", said the boss, "but I will only pay you $1.75 per hour".

UNIT SEVEN - COMMUNITY SERVICES

I. COMPARING COMMUNITY SERVICES

A. Community services in SE Asia are usually:

1. Based on support from family and friends for solving personal problems.
2. Village-wide, not national.
3. Provide situational support, rather than offering systematic services.
4. Services varied greatly between urban and rural areas, and between Vietnam, Cambodia and Laos.

B. Community services in the U.S.

1. There is an organized, community and government-based system for helping those who need assistance.
2. Americans seek assistance from organizations in society, not just from friends or family members. They often seek the help of professionals in solving problems.
3. For refugees, the sponsoring agency is their source of information as to where to go to receive professional assistance and support.

C. Community services in the US can be separated into three broad categories:

1. TAX-BASED: Americans pay taxes to the federal, state and local governments. The government sets up agencies and institutions with tax money to support and serve everyone in the community. Examples of tax-based community services are:

   - school systems
   - police departments
   - parks
   - libraries
   - employment agencies
   - fire departments
   - hospitals
   - public transit systems
   - welfare systems

2. PRIVATE ORGANIZATIONS: Some community services are sponsored and financed by private funds donated by members of groups or civic organizations, or by individuals.

a. Examples of some civic-type social services are;

- YMCA's - Boy's Clubs
- Community health organizations supported by private funds
- Planned Parenthood
- Some religious clubs and organizations.

b. Use of some of these services may be free, or a fee may be charged.

3. TARGETED: Some community services are targeted to certain members of the community only. Refugee assistance organizations and programs fall into this category. Some examples are:

- MAA's: provide religious, cultural and social support, as well as other social services.
- VOLAGS: provide sponsors, as well as advice and guidance on resettlement problems.
- State Refugee Office: State government support for refugees; services depend on the state.

Suggested Teaching Method:

1. Define "community and "services".
2. a. Draw a circle with a stick figure in the center. Explain that the figure represents a refugee in the US.

   b. Draw a wider circle around the first circle. Split into segments. Ask: "What are this person's needs?" Fill in answers around the circle.

   c. Ask "Where can these needs be filled?" "Are they free?" Fill in answers by drawing a third circle around the others.
3. C.O.D.O.G. III (see The Journal, Vol. 1, No.2, March 1982)
4. Brainstorm a list of refugee-specific needs and problems upon arrival. Discuss which social service organizations can help, and how.

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5. a. Bring in 3 large sheets of paper. On one sheet, draw a house, and label it Vietnam, Cambodia or Laos. Ask "Who lives here?" Make a list of family members.

   b. On the second sheet, begin a list of problems, and ask how these problems would be solved in the students' native countries. For example:

      1. Father gets sick and can't work. Who supports the family?
      2. Grandfather falls and breaks his leg. Who cares for him?
      3. Youngest child wants to go to college, but family is poor. Who pays?
      4. Eldest son and wife have a baby. Who cares for it?
      5. Son and wife argue all the time. Who helps?
      6. Son and wife don't want to have more children. What can they do?
      7. Another son is accused of a crime. Who helps? What happens?
      8. Grandfather dies. Who cares for Grandmother?
      9. Aunt is always sad, and talks about killing herself. What will happen?

   c. On the third piece of paper, draw another house, and label it "US". Ask "Who lives here?" Draw another house, or two, for members of the extended family, connect the house by telephone.

   d. Ask the same questions 1-9 above (listed on the second sheet of paper). Explain how these problems would be solved in the US by using community services, rather than support systems within the family. For example, the American family could use welfare, day care, family planning organizations, free public education, legal aid services, family counseling centers, nursing homes, mental health counseling, etc., to solve some of these problems.

II. PUBLIC ASSISTANCE

A. Public Assistance Programs

1. Public assistance is a series of programs established to help needy people meet their needs.

2. The programs were originally targeted to widows with small children who could not support their families.

3. Public assistance is designed to help provide only minimal needs (food, shelter, clothing). Programs providing direct services and training have been drastically cut back in recent months.

4. Public assistance takes the form of cash, medical care, coupons, education, counseling services, and others.

5. For refugees, public assistance is designed to be TEMPORARY, until they are able to be self-sufficient, and provide for their own needs.

6. Public assistance programs are supported by tax money; they are very expensive. The most expensive aspect of refugee resettlement is welfare payments.

7. It is impossible to give the students details on the welfare programs. Programs, payment levels, and eligibility all vary by state and locale. Programs are changing now due to federal government cutbacks.

8. In most cases, able-bodied persons must actively search for employment while they are receiving public assistance. In many states as well, persons who refuse to take a job (i.e., so that they can study while supported by welfare funds) lose their eligibility for welfare.

B. Welfare for Refugess.

1. Americans have provided temporary welfare benefits to those refugees who need assistance when they first arrive in the US.

2. Because they lack the staff to find jobs for refugees, some sponsoring agencies encourage refugees to apply for welfare benefits when they first arrive.

3. Refugees who do depend on welfare should make every attempt to find a job and get off of welfare as soon as possible. To attain self-sufficiency, refugees should accept a job, any job, as soon as they can.

4. By working even at a low-paying, entry-level job, refugees have the opportunity to learn English, a skill, and about relations with American employers. They can also support themselves and become self-sufficient.

5. While it is expected that some refugees will have to accept welfare temporarily, many Americans feel that some refugees have been abusing the welfare programs by depending on welfare for long periods of time.

C. Disadvantages of Refugee Assistance

There are many disadvantages of being dependent on welfare after the first month or two after resettlement.

1. Cost

    a. the welfare programs are very expensive. Refugees have been identified as people who have been highly dependent on the welfare system, which costs the taxpayers a great deal of money. Some taxpayers resent this, and this has bred some anti-refugee sentiment in the US.

    b. the resentment towards refugees for the amount of welfare they use may lead to a change in US refugee policy; fewer refugees may be allowed to come to the US as a result.

    c. this resentment has also started a movement to limit the amount of welfare benefits available both to refugees and other recipients; welfare programs are now being cutback, or abolished.

2. Social and Psychological Drawbacks

    a. people who are dependent on the welfare system remain at the subsistence level. They have no chance to live with luxuries, or become financially successful. For refugees to remain dependent on welfare is to deny to themselves the opportunities for success and a good life that they came to the US for. In addition, refugees dependent on welfare for all their needs usually have little, if any, extra money to send to their relatives in the camps, or in their countries.

3. Respect

    a. heads of families who receive welfare lose their role as the supporter of the family, and they can lose the respect of their family members as well.

   b. welfare recipients can lose their respect; having no role as supporters of their families they can lose their sense of their role in society as well.

   c. welfare recipients are often scorned by the rest of society. Working refugees resent those who depend on welfare, for they, too, pay the taxes which help support the welfare system.

4. Freedom

   a. welfare recipients are spending the government's money, so they are accountable to the government for how they spend it.

   b. it is arguable that a person who is accountable to the government for their daily actions is not really free; refugees who place themselves in this situation limit their freedom in the US.

5. Change in Welfare Status

   a. welfare is intended to be TEMPORARY assistance for refugees. Programs are changing now, and benefits may be lowered or ended at any time.

   b. the criteria by which refugees found it easier to qualify for welfare programs now have an 18 month limit in most states. Refugees who depend on welfare for 18 months may suddenly find themselves no longer eligible for assistance.

   c. it is difficult for long-term welfare recipients to find jobs. Employers stereotype welfare recipients as lazy and unreliable, and may be hesitant to hire them.

   d. it is very difficult to become motivated to look for a job after not working for a long period of time. The lack of motivation may lead to depression.

   e. parents who receive welfare for long periods of time do not teach their children the value of work; many children of welfare recipients grow up to receive welfare themselves.

6. Welfare or School?

   a. many refugees feel justified in receiving welfare if they are going to school. In their society, scholars were not expected to work; they were supported by their families and the community, and highly respected.

b. in the US, it is very difficult for adults to study full-time without working as well. In some states, refugees who turn down a job offer in order to study lose their eligibility for welfare assistance. In addition, with the cutbacks in federally-funded education programs, it can be difficult to find a program which pays for full-time study.

c. because of the high costs of going to college, almost all American students work while they study. The work experience is considered to be an important part of the students' learning while they are in school.

7. Work or Welfare?

   a. Americans feel that having a job is the best possible learning experience.

   b. for refugees, their first job, even an entry-level job, can teach them:

      - skills
      - relations with employers and colleagues
      - contact with Americans (for CO)
      - experience, to use when looking for a better job

   c. only by taking a job will refugees be able to gain the skills and experience necessary to become acclimated to the American work environment and successful financially.

8. Refer these points to the units on Sponsorship (self-sufficiency), Lifestyles (upward mobility, US as land of immigrants) and Employment.

Suggested Teaching Method:

1. Ask students to bring in letters from friends or relatives which refer to their experiences with welfare. Discuss. Refer to the Letters Project book.

2. Guide Questions: ---

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a. What is welfare? Where does it come from?

b. How would you feel spending money you didn't make? How would your family feel?

c. What is the value of employment? In the US.

d. Would you like to study in the US? Would you be willing to work also?

e. What is self-sufficiency? How does it relate to welfare?

3. a. Draw a line across the board. Put a stick figure on the line, explain that it is a refugee. Label the line "subsistence". Define. Explain that this is a refugee receiving welfare.

   b. Draw another line across the top of the board. Label it "success". Have the students define "success".

   c. Draw a ladder from the top line halfway down to the lower line. Ask the students what they think it will take to become successful in the US (answers should include things like skills, experience, ESL, training, hard work, etc).

   d. Point out that the ladder for success does NOT reach down to the subsistence, welfare line.

   e. Draw a ladder into the hand of the stick figure. Label it "first job". Explain how the first job can put you on the "ladder to success"

4. Have students define:

   a. self-sufficiency

   b. temporary

   c. subsistence/survival level

5. a. Draw a time line. Label the starting point "arrival". Mark off one or two month intervals on the line.

   b. Draw 2 stick figures - one above, and one below the line. Give the figures names.

   c. Explain that refugees A and B (the stick figures) arrived in the US at the same time. Both accept welfare upon arrival.

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d. For three months refugee A looks for a job every day. He finally finds one as a janitor, and stops accepting welfare. He makes $3.50/hour.

e. After five more months refugee A finds another job as a bricklayer. He makes $4.60/hour. Refugee B is still on welfare.

f. After one year in the States, refugee A is making $5.10/hour. Refugee B is still dependent on welfare.

g. Ask the students to compare the self-sufficient lifestyle of refugee A, and the dependent lifestyle of refugee B.

h. Ask what they think refugee A has learned about the US and ESL, compared to refugee B, and what things refugee A can afford that refugee B cannot.

III. REFUGEE ASSISTANCE PROGRAMS

Refugees have, in most cases, access to the same public assistance programs as all other Americans, and in general, they would receive the same type and amount of benefits as an American family of the same size, in the same place, and in the same financial situation. However, for some welfare programs, refugees have different eligibility criteria than other Americans. In other words, it may be easier for refugees to receive welfare funds in some cases than it would be for Americans.

The different welfare programs include:

1. Cash Assistance:

   a. recipients receive a check from the state government, which provides money for basic living expenses.

   b. amount of payment depends on the size of the family, their economic situation, and the state that they live in.

   c. to receive cash assistance, recipients must have an income or hold resources, below a given level.

   d. eligibility for cash assistance differs between refugee families and other American families. For refugees, a complete family (a married couple with children), a married, childless couple, or single persons can all be eligible for cash assistance if they meet the income requirements. For other American families, complete families and single persons are ineligible for assistance in most states.

e. Refugees are also eligible for another type of cash assistance that is not offered to other American families. If a refugee is working, but his/her income is lower than the amount that they would make by receiving cash assistance, then the government will give them a check for the amount that their salary is less than the welfare payment.

For example, if the cash assistance payment level for a family is $250 per month, and the head of the family gets a job that pays only $150 per month, then the family will be reimbursed for $100 each month.

f. cash programs are also available which aid needy elderly, blind and/or disabled persons. (The SSI program).

2. Food Stamps

a. food stamps are coupons which look like money. They are printed in denominations.

b. food stamps are used to buy food supplies. They can only be used at stores that have a sign that says "We accept Food Stamps".

c. food stamps cannot be used to buy:

- cigarettes, beer, liquor

- pet food

- cleaning supplies

d. eligibility for food stamps depends on income level. Amounts vary by the size of the receiving family, their income, and the state they live in.

3. Medicaid (called "Medical" in California)

a. Medicaid provides assistance in paying for health care. Services, types of illnesses and hospital services covered by the program, and amounts covered, vary by state.

b. usually, persons who qualify for cash assistance are also automatically eligible to receive Medicaid.

c. in some states, special refugee Medicaid programs are available to help provide medical coverage for refugees who are not receiving other forms of public assistance.

d. Medicaid recipients are issued an ID card, which they must carry whenever they use any type of medical services, such as seeing a doctor or buying medicine.

4. Social Services

a. social service programs are very difficult to define. They vary greatly between different states and different communities. The federal social service programs were a target of cutbacks this year, and it is impossible to tell the students what kinds of programs will be available when they get to the US.

b. refugees should contact their sponsoring agency for information on what kind of social service programs are available in their community. They should expect that few, if any, programs will be available through the federal government, and they will be placed, instead, in programs sponsored by state or local governments, or in programs sponsored by private organizations.

c. some social service programs which may be available include:

- technical training and/or ESL classes
- skills recertification programs
- youth skills and employment training
- day care centers

d. many churches, community colleges, Volags and MAA's offer social service progams in their communities. Check with the sponsoring agencies for program availability.

V. POSTAL SERVICES

A. Addressing Envelopes

1. The correct way to address an envelope is:

(Return) STAMP
Sender's Name
Number Street
City, State Zip Code

Name
Number Street
City, State Zip Code

2. The stamp goes in the upper right-hand corner.
3. "Care of" is abbreviated as "c/o".

B. Mail Delivery

1. Mail is delivered once a day every day except Sunday and holidays.
2. Mail can be delivered to:
    a. mail slot in front door of house
    b. mail box in lobby of an apartment building
    c. mail box outside house (in rural areas)
    d. mail box in the post office

C. Mailing Letters

1. Blue and red mailboxes are found on street corners.
2. Bring letters to local post office.
3. Leave letters in mail slot in house or apartment for postman to pick up.

D. Stamps

1. Stamps are available at post offices and from vending machines (which are more expensive).
2. It costs $.20 to mail a letter within the US, or to Canada. Overseas airmail letters are $.40. Aerograms are $.32 each. Nothing can be enclosed inside an aerogram.

E. Mailing Packages

1. Packages must be sent from a post office.
2. Packages are priced by weight and the distance mailed.
3. A customs declaration must be filled out for all packages mailed overseas.
4. Packages can be insured at the post office. The value of the contents will be reimbursed if the package is lost or damaged.

F. Other Types of Mail

1. Registered letters: the value of the letter will be reimbursed if it is lost. This is used when mailing money orders or checks.
2. Certified letters: the recipient must sign a form to receive the letter, to insure that the right person receives it.
3. Never send cash through the mail; only send checks or money orders.

G. Other Postal Services

1. The post office will usually send a notice that a package has arrived. The recipient must go to the post office with identification to get the package.
2. The post office has "change of address" forms available. When moving, fill out one of these forms, and mail will automatically be forwarded to the new address.
3. Money Orders can be purchased at the post office. International Money Orders can be cashed in any country in the world. Save the receipts when purchasing money orders. If they are lost in the mail, the value can be reimbursed by showing the receipt.
4. Tax forms are available at the post office, as is information on how to fill out the forms.
5. Post office boxes can be rented, and mail delivered to the boxes. This is convenient for those who move frequently.
6. Forms for registering for the selective service are available at the post office.

Suggested Teaching Method:

1. Have students fill in a sample envelope and mail.
2. Have students fill in change of address and/or money order forms in workbook.

VI. PUBLIC TRANSPORTATION

A. Common Methods of Transportation

1. walking
2. buses

3. cars
4. subways
5. bicycles
6. trains
7. airplanes

B. Walking

1. Walk on sidewalks, not on the street.
2. There are laws which dictate where and when to cross streets:
    a. cross at corners, not in the middle of the street.
    b. cross when the "walk" light is on.
3. "Jaywalking" is crossing the street in the middle, diagonally through an intersection, or when the "don't walk" sign is on; in many cities there is a $5.00 or $10.00 fine for jaywalking.

C. Cars

1. Cars are very common methods of transportation in the US.
2. They are VERY EXPENSIVE to buy and to maintain. Many people buy cheap cars, but can not afford to pay for their maintenance.
3. Laws about driving are very strict:
    a. no one can drive without a license.
    b. in most states, people over age 16 are eligible to take a driving test and a written test for a driver's license?
    c. it is illegal to drive when drunk, or to drive while drinking.
    d. in many cities laws about parking cars are very strict. Cars which are parked illegally may be towed, and the drivers fined. The fines for parking tickets and towing are very expensive, and they must be paid.

e. persons who hit a pedestrian or another vehicle when driving are liable to be sued, and/or arrested.

f. it is illegal to be in a "hit and run" accident - drivers must always stop and wait for the police if they have hit a pedestrian or another vehicle.

g. in many states it is illegal to drive without car insurance.

D. Subways

1. Some cities have subway systems.

2. Each subway system is different; some (in San Francisco and Washington, DC) are run by computers.

3. Subways are usually fast and convenient, but be cautious of muggers if using at night.

E. Trains

1. Trains are fast and convenient ways to travel long distances.

2. Tickets for trains can be purchased at the train station.

3. There are toll free (800) numbers which can be called for information on train departure and arrival times, and ticket prices.

F. Planes

1. Planes are the fastest way to travel long distances.

2. This is the most expensive way to travel.

3. Call the different airlines for information on plane arrival and departure times and ticket prices.

G. Buses

1. Long distance

   a. long distance buses travel from city to city, or between states.

   b. this is usually the cheapest way to travel long distance.

   c. tickets for long distance buses are available at bus stations.

d. long distance buses have toilets, and they stop frequently for passengers to rest and buy food.

2. Local buses

   a. local buses run on regular routes through a city.

   b. prices vary in different cities, and by the distance traveled.

   c. pay exact change; deposit money in a box next to the driver when getting on.

   d. tickets are not sold on the bus.

   e. enter the bus through the front door, get off through the back door.

   f. buses stop at regular intervals, marked by signs. Passengers can get on and off only at regular bus stops.

   g. to get off the bus, pull a string which runs along the side of the bus above the windows. The driver will stop at the next stop.

   h. if lost, ask drivers for directions and assistance, don't panic.

3. Bus etiquette

   a. stand in line to get on a bus.

   b. do not push and shove getting on and off the bus.

   c. move to the back of the bus after getting on to allow room for more passengers.

   d. do not spit, smoke or eat on the bus.

Suggested Teaching Method:

1. Discuss transportation in student's countries. How would they travel long distances? How would they travel with in a city? Are there laws about walking or about driving cars? Are there proper/improper types of behavior on public transit? Is transportation cheap or expensive?

2. Discuss cars in America. Give situations, have students evaluate (example, buying a cheap car that doesn't work, ---

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driving drunk and getting in an accident, driving without license and being arrested, driving without having car insurance, etc...).

3. Bring in pictures of different types of transit. Role play procedure for buying tickets, getting information, getting on and off, etc..., for each method of transportation.

4. Refer to the student's books on "transportation".

UNIT NINE - HEALTH AND SANITATION

VALUES IN HEALTH CARE

A. Southeast Asia

The students' attitudes towards health care will vary depending on their ethnic group, level of education, and on whether they come from urban or rural areas. Many of the students believe, to some extent, in the following generalizations:

1. Illness is fate, or the result or wrong actions.
2. Illness is caused by an imbalance of the hot and cold elements within the body, or by too much wind.
3. Illness is also caused by evil spirits and curses or spells.
4. Sick persons are first treated at home, sometimes by rubbing a coin over their body. (Khmer and Vietnamese).
5. If home treatment does not work, the patient is referred to an herbalist, or a monk.
6. Western-style doctors are consulted as a last resort. Western hospitals are places to go to die, not to be cured.
7. Family members care continuously for the sick.
8. Doctors are considered to be very powerful; they are feared and respected. Their judgement is never openly questioned.

B. United States

Americans' attitudes towards the health care system also vary, but in general the following can be compared to the students' outlooks:

1. Preventive medicine is a very important part of health care.
2. Most families have a regular doctor (or doctors) to whom they go for almost all medical treatment.
3. Americans go for regular checkups, both for general health as well as eyes and teeth.
4. Doctors discourage the involvement of others in the treatment process; family members leave patients alone to rest quietly.
5. Medical systems are often impersonal; the illness is treated more so than the patient.

6. Machines are used in both diagnosis and treatment.

7. Family planning is part of the health system.

8. Advice from a doctor is considered just as valuable as an injection or prescription.

9. It is acceptable to ask questions of a doctor.

10. In serious cases, it is usual to get the opinion of more than one doctor.

Suggested Teaching Method:

Guide Questions:

a. What is usually done to treat someone who is sick?

b. When is someone brought to a doctor? What kind of doctor?

c. What expectations do they have from herbalists? From Western-style doctors?

d. When would they go to a hospital? What would they expect?

e. How do family members help care for sick people?

f. What is sickness? What causes it? How do they know if someone's sick?

g. What will they do if they get sick in America? Where would they go? Who would they see?

II. MAINTAINING GOOD HEALTH

A. Sanitation

Refer to the "housing" unit on "household safety, food storage, and waste disposal".

1. Dispose of waste properly.

2. Do not spit, defecate or urinate in public places.

3. Keep environment clean.

4. Cover garbage pails.

5. Wrap food tightly when storing in refrigerator; keep dry foods in covered containers.

6. Use the freezer and refrigerators correctly; be careful not to eat spoiled foods.

B. Personal Care

1. Exercise regularly.
2. Get plenty of rest.
3. Dress warmly in cold weather.
4. Eat nourishing foods.

C. Preventive Care

1. Go to the doctor for regular check-ups even if healthy:
    a. for early detection of certain diseases.
    b. to get doctor's advice about one's personal habits (smoking, eating, exercise, stress) which influence health.
    c. get frequent dental check-ups to have cavities filled, and to prevent tooth loss.
    d. go for frequent eye exams to prevent eyestrain and maintain good sight.
    e. women go for annual gynecological check-ups, especially if they are using the pill or IUD.

D. Pre-Natal and Post-Natal Care

1. Most women go to a doctor as soon as they think that they are pregnant.
2. During pregnancy, they have frequent consultations with their doctors for advice on diet, vitamins and exercise necessary to maintain the health of the mother and baby.
3. Newborn babies have frequent check-ups and receive immunizations; mothers get advice on feeding and other types of infant care.
4. Breast-feeding is common in America for it is the easiest, healthiest and most economical way to feed infants. However, it is usually best not to breast-feed babies in public.

E. Parent's Responsibility for Maintaining their Children's Health

1. Make sure children are dressed warmly in cold weather.
2. Make sure that children eat a balanced diet, and get proper rest.
3. Parents are responsible for having their children immunized against diseases, and insuring that they have dental check-ups.
4. Children should be isolated from sick people, especially those with TB.

F. Maintaining Emotional Health

1. Feelings and emotions are part of health; being upset, unhappy or under stress can be related to physical ailments.
2. Students should be aware that many refugees find their first few months in the US a difficult, stressful time.
3. Sources of help exist for those feeling unhappy or lonely, the most important of which are family and friends.
4. Many refugees also look for support from organizations with the refugee community, like MAA's or temples.
5. If usual "helpers" (family, community) can not provide the necessary relief for those having difficulties adapting in the United States, then there are professionals who specialize in helping those with emotional problems.
6. Volags can help refer refugees to appropriate mental health resources within the community.

Suggested Teaching Method:

1. Bring in pictures of different foods, including junk foods. Have students identify those foods which are nutritious and those that are not.
2. Guide Questions:
   a. What does it mean to be "healthy"?
   b. How do people stay healthy in their country?
   c. Are there different types of good health practices for children? Adults? Elderly persons? Pregnant women?

What are these practices?

d. Where did you bathe? Where did animals stay? What are used to fertilize crops? Where were medicines or poisons stored? Were there rodents or insects inside the house?

3. Discuss some of the diseases common in the student's countries. Are they the same in the United States? If not, then why not? (examples: malaria, malnutrition, hemorrhagic fever (dengue fever), TB. Discuss sanitation, nutrition and immunizations.

II. MEDICAL SERVICES IN AMERICA

A. It is difficult to give exact information about the availability and use of American medical services.

1. Different facilities are available in different communities.
2. People with different illnesses and different medical histories will need different services.
3. It is possible to briefly describe the general types of medical services available in the United States and the procedures used in each one.
4. It is important that the students understand:
    a. not to overuse the medical system (colds and minor illnesses can be treated at home);
5. Not to underuse the medical system (sick persons should be brought for treatment before they are critically ill).

B. Private Doctors

1. Seeing a private doctor is usually the most expensive type of health service.
2. Some private doctors attend to the general health of their patients. Others "specialize" in treating specific illnesses, or certain parts of the body.
3. Go to a doctor for treatment of illnesses that are not emergencies, or for check-ups.
4. Most Americans go to a doctor, whom they know and feel comfortable with.
    a. If one is a regular patient of a doctor, it is acceptable to call the doctor for advice on home treatments of minor illnesses.

5. It is necessary to make an appointment to see a private doctor.

C. Clinics

1. Different types of clinics are available in different communities.

2. A group of doctors work in a clinic.

    a. some clinics attend to the general health of the patient, and include eye doctors, dentists, and pediatricians.

    b. some clinics treat only certain types of patients, or certain illnesses, for example:

        - pre-natal and post-natal clinics

        - eye or teeth clinics

        - "well-baby" (pediatric) clinics

3. Seeing a doctor at a clinic is cheaper than seeing a private doctor.

4. Some clinics which may exist in different communities are:

    a. community clinics which will treat everyone who lives in the community.

    b. hospital clinics which provide out-patient care through a local hospital.

    c. charges at these clinics may be based on:

        - a fixed rate

        - a sliding scale, where patients are charged according to their income level.

5. Clinics are usually crowded. Waiting lines can be long.

6. At some clinics an appointment is necessary to see a doctor. At others, service is on a "first come first served" basis.

7. One should see a clinic doctor for illnesses that are not emergencies, or for check-ups.

D. Procedures at a Clinic or Doctor's Office

1. The procedure for seeing a private doctor or a clinic doctor is basically the same:

- a. call for an appointment.
    1. give name, and describe symptoms over the phone.
    2. if calling after office hours, an "answering service" may answer the phone. The answering service can contact the doctor, if necessary.
    3. it is a good idea to keep a thermometer at home to record whether or not a patient has a fever.
    4. arrive on time for the appointment.
- b. notify the receptionist upon arrival.

2. Provide patient's medical history to nurse or receptionist.

- a. each clinic or doctor will request slightly different medical history information from each patient.
- b. most medical history forms request information about:
    1. previous illnesses, and the approximate dates of illness.
    2. illnesses that the patient's parents have had.
    4. for women, the number of times they have been pregnant and the number of living children they have.
    5. allergies.
    6. medicines used by the patient.
    7. accidents or hospitalizations
- c. in many cases the patient can provide this information orally.
    1. medical history information should be as accurate and consistent as possible.
- d. doctors and clinics keep medical history information on file so that patients only need to give this information on their first visit.

3. When seeing the doctor:

    a. usually the patients are asked to undress.

        1. a paper gown is usually provided.

        2. doctors may be male or female.

    b. describe symptoms to the doctor.

    c. doctor will ask personal questions.

    d. describe all medicines being taken and home treatments already used.

4. Doctors may request that laboratory tests be done.

    a. specimens of the patient's blood, urine or stool may be taken.

    b. x-rays or other tests may be done.

    c. lab tests are part of the diagnosis, not the treatment.

5. After diagnosing the illness, the doctor will prescribe a treatment:

    a. a prescription for a type of medicine.

    b. an injection.

    c. advice or caution about health care.

6. Sometimes doctors will refer the patient to a SPECIALIST.

    a. for diagnosis of an illness.

    b. for treatment of a specific illness or a certain part of the body.

Suggested Teaching Method:

1. Write out some symptoms of different illness. Have students practice describing these symptoms, using English, sign language or the Medical Glossary.

2. List the steps in seeing a doctor on strips of cartolina. Mix strips and have students arrange in the correct order

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3. Practice filling out the "Medical History Forms" in the workbook.

4. Do a role play about seeing a doctor. Include calling for an appointment, giving medical history, seeing the receptionist, seeing the doctor.

5. Break students into groups. Give each group a part of the body to discuss (eyes, teeth, lungs, heart, etc.) Have them discuss:

    a. What this part of the body does?

    b. How to care for this part of the body?

    c. What kind of illness this part of the body can contract?

    d. When to see a doctor about those illnesses, etc....

6. Guide Questions:

    a. What does it mean to be sick? Is it the same as "not feeling well?"

    b. How can you describe an illness?

    c. When would you see a doctor in your country? What would he/she do?

    d. When would you go to see a doctor in America? What do you think he/she will do?

E. Hospitals

1. There are two kinds of hospitals: public and private.

    a. both are very expensive.

    b. many hospitals require proof (insurance or Medicaid cards) that the patients can pay before they will be treated.

2. Hospital care is for those:

    a. who are very sick,

    b. who are having a baby,

    c. who need surgery.

3. Inside the hospital.
    a. patients are seen daily by their doctor.
    b. they receive treatment for their illness.
    c. all meals are provided.
4. Most hospitals have strict rules.
    a. visitors are only allowed to come at specific hours.
    b. the number of visitors allowed may be limited, i.e., only 2 or 3 people may be allowed to visit a patient at a time.
    c. visitors are usually not allowed to stay overnight with the patients.
    d. young children are often not allowed to visit hospitals.
    e. visitors should not bring food to patients; the diet they receive in the hospital is prescribed by the doctor.

F. Emergency Rooms

1. Hospital emergency rooms are open 24 hours a day.
    a. they are to be used only in a TRUE EMERGENCY (sudden, serious illnesses, or a serious accident).
    b. emergency rooms should not be used for treatment of routine illnesses or minor accidents.
2. Procedures in the emergency room:
    a. enter by own means, or in an ambulance.
    b. provide medical history to nurse or receptionist.
    c. show Medicaid or health insurance card as proof of ability to pay.
        1. emergency rooms are not free.
    d. patients entering an emergency room are treated in order of severity of their illness; the most seriously ill patients are treated first.

Note: In many cities in Southeast Asia, anyone who wants to see the doctor for any reason will go to a hospital emergency room. In the United States, refugees often incur large medical bills by using emergency rooms for treatment of routine illness.

G. Public Health

1. There is a public health office in every county in America.

2. Services provided by public health offices vary between countries:

    a. public health offices help control communicable diseases, like TB, or venereal disease.

    b. usually, no appointment is necessary to visit the public health office.

    c. services provided by public health offices are FREE.

    d. some public health offices provide additional services like:

        1. pre and post-natal care

        2. well-baby care

        3. family planning counseling

        4. nutrition and general health education

3. Refugees should go (or will be brought) to their county public health office soon after their arrival in the United States.

    a. to complete any necessary immunizations.

    b. to check for any communicable diseases.

    c. to start treatment for TB, VD, or other communicable diseases.

Suggested Teaching Method:

1. a. Put up signs around the class for: clinic, receptionist, dentist, emergency room, public health office. ---

--- b. Break students into groups. Give each group an example of a medical situation. Have students decide where they should go for assistance and role play the procedures there. For example:

1. Grandfather has a heart attack.
2. Mother is six months pregnant.
3. Father has tuberculosis.
4. Child falls and breaks his arm.
5. Baby has a fever, etc....

2. Practice making appointments. Use a model telephone. Record appointments on a calendar.

3. Show pictures or draw cartoons of people with different medical problems. Ask "Where should this person go?" Discuss.

4. Discuss the hospital here in camp. What services does it offer? What doesn't it offer? When do you use it? Will it be the same in the United States?

IV. USE OF MEDICINES

A. Prescription Medicines

1. American medicines are very strong.
    a. Most medicines are based on chemicals rather than herbs.
2. Most medicines, including antibiotics, are only available through a doctor's PRESCRIPTION.
    a. a prescription is a piece of paper which the doctor gives to a patient. On the paper is the name of a medicine.
    b. patients must bring this paper to a PHARMACY to get the prescription filled.
3. Be sure to understand the doctor's directions for taking the medicine.
    a. how much to take, and for how many days;
    b. how often;

c. what time of day;

d. whether the medicine is to be used internally or externally;

e. whether or not to have the prescription refilled.

f. contact the doctor immediately in case an overdose is accidentally taken.

4. Prescription medicine comes in many forms:

   a. pills or capsules

   b. cream

   c. liquid (when taking liquid medicine, note the difference between a teaspoon and a tablespoon.)

B. Non-Prescription Medicines

1. Some medicine can be purchased without a prescription.

   a. these are usually weaker medicines, used to treat minor ailments, for example:

      1) aspirin

      2) mild cough syrup

      3) first aid cream, other first aid supplies

2. Non-prescription medicines can be purchased at drug stores, and some supermarkets.

3. Like prescription medicines, they must be used correctly; read and follow directions carefully.

C. Medicine Storage

1. All medicine should be stored carefully.

   a. keep medicines on a high shelf that children cannot reach.

   b. close lids tightly so that children cannot open the bottles.

    c. store medicine in a cool, dry place, unless directed otherwise by a doctor.

D. Taking Medicines

1. Follow the doctor's directions.
    a. ask the doctor questions to clarify instructions.
2. Never share prescription medicine with others.
3. Take the medicine for the number of days the doctor directs, even if the symptoms go away earlier.
4. Take the correct dosage, even if it seems like the doctor prescribed too much or too little.

Suggested Teaching Method:

1. Bring in sample medicine containers. Practice understanding dosage directions.
2. Make sample prescriptions. Role play asking doctor for dosage directions, having the prescription filled at the drugstore, then storing and taking it correctly.
3. Guide Questions:
    a. What kind of medicine did you take in your country?
    b. Where did you get it? How would you know how much to take? Who would prescribe it? Did you ever use western-style medicine in your country? How did you get it? How did you know how much to take?

V. PAYING FOR HEALTH CARE

Medical Care in the United States is very expensive.

A. Medicaid

1. Medicaid is a government assistance program which helps pay for medical services.
    a. the program is called "Medical" in California.
2. Many refugees will be eligible for some type of Medicaid assistance when they arrive in the United States.

- a. applications for receiving Medicaid are made through the state welfare office.
- b. like other welfare programs, eligibility for Medicaid depends on the applicant's income.
- c. Medicaid is designed to be TEMPORARY assistance for those who need it. Refugees should attempt to finance their own medical care as soon as possible.

3. The types of medical services covered by Medicaid benefits vary from state to state.
    - a. in most states, Medicaid benefits will help pay for:
        1. doctor's fees
        2. lab tests
        3. hospitalization
        4. medication
    - b. additional medical services may be covered by Medicaid in some states.
4. Medicaid recipients are issued a Medicaid Card.
    - a. this card must be carried anytime medical treatment is necessary.
    - b. not all hospitals, clinics, or doctors will accept Medicaid recipients as patients.
        1. Medicaid recipients must seek medical services at an institution which accepts Medicaid payments.

Health Insurance

1. Almost all American families purchase some kind of health insurance.
2. Health insurance policies may be obtained through:
    - a. employers
    - b. private insurance companies

3. The type of coverage and the amount of services paid for by health insurance will depend on the individual policy.

4. When purchasing health insurance, each person contributes some money into a fund every month.

    a. sometimes an employer will pay part of, or all, of this contributions on behalf of his employees.

    b. in case of sickness, part or all of the medical expenses will be paid by the insurance company out of this fund.

5. Health insurance policies may be one benefit an employer will offer his employees.

6. People who purchase health insurance are issued an identification card with their insurance policy number on it.

    a. this card should be carried every time medical treatment is necessary.

C. Cash

1. It is always possible to pay for medical services with cash.

2. Many insurance companies require that policy-holders pay for medical services in cash, then the company reimburses them.

3. Most Americans choose to not use cash to pay for medical services.

    a. it is preferable to carry some kind of insurance, because of the expense of medical treatment.

Suggested Teaching Method:

1. Guide Questions:

    a. How did you pay for health care in your country? Was it expensive?

    b. What would happen to people who could't afford to pay for medical care? How will you pay for health care in America?

2. Do a role play of a patient coming to a clinic or doctor's office and showing his Medicaid/Health Insurance Policy Card.

VI. FAMILY PLANNING

A. Family planning (including "birth control") is where couples:

1. Choose the *number* of children they want to have.
2. Choose *when* they want to have children.
3. Each couple has a choice as to:
   a. whether or not they want to use family planning.
   b. which family planning method they would like to use.

B. Many American couples use some form of family planning

1. It is very expensive to raise children in America, so some couples can only afford to have a few children.
2. Many couples choose to have children several years apart, i.e., "spacing" children so that each child gets the care and attention she/he needs.
3. Working couples may choose to pursue careers rather than to raise a family.
4. A couple may depend on the wife's income for support, and cannot afford to lose her income if she stops working to have a baby.
5. Some couples in America choose to not have children at all.
6. Many other couples in America choose to not use any family planning methods.

C. Sources of Information

1. Many doctors, clinics, and family planning associations exist to provide information on family planning methods.
2. Consultations about family planning at any of these places will be *confidential*.
3. At most family planning associations, the doctor's consultation, and some of the devices, are free.
4. Family planning associations can also be consulted by childless couples who wish to have children.
5. Contact sponsoring agencies for referrals to the local family planning center.

D. Family Planning Methods

1. Some family planning methods are available ONLY through a doctor:
    a. the Pill must be prescribed;
    b. an IUD must be inserted by a doctor;
    c. a diaphragm must be fitted by a doctor.
2. Follow the doctor's instructions carefully if using any of these methods.
3. Doctors can also perform surgery to prevent conception of a child:
    a. This procedure is called a "vasectomy" for men and a "tubal ligation" for women.
    b. Both procedures are irreversible.
4. Some family planning devices can be purchased over the counter at a drugstore or supermarket. These include:
    a. spermicidal foam, jelly or tablets.
    b. condoms.

Suggested Teaching Method:

1. Unless you, the teacher, are medically qualified to discuss birth control methods in detail, please contact one of the other teachers or one of clinic staff to do so. The most important points of this unit are: "What is family planning" and where information is available in the United States.

    Teaching the use of the specific methods is of secondary importance.

2. Stress that family planning is a personal choice; no one will be forced to limit the size of their family. In the United States, decisions about family planning are considered to be the responsibility of both the man and the woman.
3. Guide Questions:
    a. What is family planning? how large are most families in Vietnam/Cambodian/Laos? What are ---

--- the advantages and disadvantages of a large family in your country? A small family? What are the advantages and disadvantages of large and small families in the United States?

b. Is it common to use family planning in your country? Which methods are common? Where would you go in the United States for information on family planning?

VII. REVIEW

Suggested Teaching Method:

1. Present some "cross cultural incidents". Either assign groups to discuss the incidents, or have them role-play the problem. Make up different incidents, or tell these as open-ended stories.

   a. Mr. Saphon is 65 years old. He is in the hospital because of a problem with his stomach. At 10:30 at night, his entire family, including his grandchildren, come to the hospital. The nurse in the hospital asks the visitors to leave.

   b. Mr. and Mrs. Pau's seven year old son has a bad cold. They decide to take him to the emergency room.

   c. Mr. Ren went to the doctor because he's had a bad cough. The doctor told him to stop smoking. Mr. Ren was upset, and said he wanted to go to another doctor who'd give him an injection for this cough.

   d. Mrs. Hoa was prescribed an antibiotic to treat the flu. She was told to take 2 pills every morning, but she decided to take 3 so she would feel better faster. Then she gave her husband and children some of the pills so that they wouldn't catch the flu from her.

   e. Mr. Nguyen's five year old son Minh started to run a very high fever. Mr. Nguyen rubbed Minh's throat and back with a coin. The fever got even higher. Mr. Nguyen brought the boy to the emergency room later than night but the boy died in the hospital.

UNIT TEN - THE TRANSIT PROCESS

I. PACKING

A. Pack all packages and suitcases tightly and neatly.

1. Everyone must carry their own suitcase - be careful it's not too heavy.
2. Write on outside of bags:
    - a. name
    - b. case number
    - c. address of destination
3. Pack tape recorders, radios, and other electronic equipment inside suitcases.

B. Each adult passenger may take one carry-on bag on board the airplane.

1. Carry-on bags must be small enough to fit under the plane seat.
2. Pack money and valuables in carry-on bags, not in suitcases.
3. If travelling with a baby, pack extra baby clothes and toys in carry-on bag.
4. Large suitcases will be placed in the cargo compartment of the plane and will be returned at the end of the journey.

C. Do not pack:

1. Knives, guns, and other weapons
2. Alcohol or drugs.
3. Medicines-except those purchased with a prescription.
4. Animals, fresh fruits or meat, seeds, plants
5. Other foods, except packaged food.

— These items will be confiscated by United States Customs officials if they are brought to the U.S.

D. Dress comfortably for the trip:

1. There will be long waits at the departure area and at the Manila International Airport (MIA).

2. The plane trip is very long - usually about twenty hours.

3. Bring a sweater or jacket if possible - planes can be chilly.

E. Bring some packaged food, if desired:

1. To eat while waiting at the departure area.

2. For the bus trip to Manila.

3. For the wait at the Manila International Airport.

4. Many students bring packages of cookies or nuts, not fresh cooked food.

5. It is not necessary to carry drinking water, it will be available.

6. Everyone will be fed on the airplane for free.

Suggested Teaching Method:

1. Bring pictures/samples of different items. Have students identify which items can be brought to the United States and which cannot.

2. Bring in a bag, some pieces of clothing and string. Have students practice wrapping and tying packages to bring to the United States.

3. Brainstorm lists of everything the students will bring to the United States and what they'll leave behind.

II. PRE-DEPARTURE

A. Bring all luggage to the Processing/Departure area near Neighborhood I.

1. Wait until name is called.

2. Check in luggage, receive ICM tags.

B. Go through final ICM medical check. ICM doctors will:

1. Hold those with communicable disease.

2. Hold women who are over eight months pregnant.

3. Give final immunizations, if necessary.

C. Be fingerprinted.

D. Sign promissory note.

1. $480.00 for persons over twelve years old.

2. $240.00 for children aged two to twelve.

3. $ 48.00 for babies under age two.

E. The promissory note is a no-interest loan.

1. Repay the loan through the Volag.

2. Repayment money is used to finance other refugees' trip to the United States.

Suggested Teaching Method:

1. Review the promissory note. Review concept of signature on a contract.

III. DEPART FOR MANILA

A. Board buses.

1. Wait until family's name is called.

B. Some will spend the night in Manila.

1. Some will stay at the Fabella Center.

2. Some will spend the night at the airport.

IV. IN MANILA

A. There are two (2) kinds of flights students may be booked on:

1. Charter Flights, which are only for refugees.

2. Pro-flights, which are regular commercial flights with seats reserved for refugees.

B. The procedures for checking into both kinds of flights are the same.

1. The heads of families are given a boarding pass for charter flights and a ticket for pro-flights.

a. do not lose the boarding pass or tickets.

2. The heads of families are given a white ICM bag.
    a. do not lose the ICM bag.
    b. the ICM bag contains the family's X-rays, medical forms, and copies of their assurances and bio-data forms.
    c. do not open the ICM bag and look through it. It is easy to lose documents that way.
3. Large suitcases will be taken and checked intq the plane.
    a. they will be returned upon arrival in the United States.
4. Clear airport security.
    a. carry-on bags will go through an X-ray machine.
    b. each person will be checked by airport personnel to see if they are carrying weapons.
5. Clear Philippine customs.
    a. bags will be searched to check for drugs, weapons or other contraband.
    b. persons carrying large amounts of money or gold will be asked to "declare" at customs. No money or gold will be taken away.
6. Keep families together.
    a. do not let children wander off alone.
7. Stay in line.
    a. everyone must wait for the last person, so it does not matter who is first in line.
    b. everyone has an assigned seat on the plane.

V. ON THE PLANE

A. Board the Plane

1. Seat numbers are listed on the boarding pass.
2. Stewardesses will assist everyone in finding the right seat.

B. Store carry-on bags.

1. Place under seat.
2. Put into overhead racks.
3. Do not place carry-on bags on the seat, or on the laps.

C. Fasten seat belt and put out cigarettes.

1. Use the ashtray on the seat's arm to extinguish cigarettes.
2. Never put out cigarettes on the floor. A fire may start.

D. Airplane crew will demonstrate use of life-vests and oxygen masks.

E. Take-off.

1. Passengers will hear a sound when plane's wheels lock into place. The sound is normal.
2. Chew gum, yawn or swallow to help alleviate pressure in ears.

VI. IN-FLIGHT

A. Food and water are free.

1. Baby food is available.
2. Tea and coffee are free also.
3. Ask airline crew for anything needed.
4. On pro-flights, beer and wine can be purchased.
5. Once the "no smoking" sign goes off, it is alright to smoke.
6. Keep seat belt fastened when seated.

B. Bathrooms

1. On airplanes, bathrooms have the sign "LAVATORY".
2. Lavatories are located in the front, middle, and back of plane.
3. Lock the door when using the bathroom; flush the toilet after use.
4. Try to keep the bathrooms cleans; many people must use them.

5. Babies must wear diapers on the plane.
    a. diapers are available on the plane. Ask the stewardess.

C. Fresh drinking water is located outside the bathrooms.
    1. Do not drink the water from the bathroom sinks.

D. Air-sick bags are located in the seat pockets.
    1. If air-sick, use these bags.
    2. Push button on arm to alert stewardess; she will remove the bag.

Suggested Teaching Method:

1. Write all the steps in the departure process on strips of cartolina. Have the students arrange steps in correct order.
2. Have students describe their flights to the Philippines. Compare with their departure.

VII. LANDING--CHARTER FLIGHTS

A. Charter flights will stop in Alaska for re-fueling.
    1. Usually, no one is allowed off the plane in Anchorage

B. Charter flights land at Oakland Airport in California.
    1. Everyone must wait in a large room upon arrival.
        a. keep family together.
        b. wait until name is called

C. Everyone must clear:
    1. Public health
        a. medical records and X-rays are checked.
        b. check for communicable diseases.
    2. Immigration

        a. check documents, assurance.

        b. check I-94; give authorizing stamp.

    3. Customs

        a. all bags will be opened and searched.

        b. contraband (drugs, weapons, food, plants) will be confiscated by customs officers.

D. Those who will be resettled in the San Francisco area will be met by their sponsors or relatives at Oakland Airport.

E. Those who go to other parts of the country will spend one or two nights at Hamilton Air Force Base.

    1. Everyone will board a bus from Oakland to HAFB. The bus ride is about 45 minutes.

    2. Families will stay together in small rooms at Hamilton.

        a. each family is given sheets and blankets to use while they're there.

    3. Meals are free at Hamilton.

        a. meals are served three times a day.

        b. the food is already prepared.

    4. No one can leave the base.

    5. After one or two days, another departure list will be posted for departure to final destination.

F. Departure to Final Destination

    1. Passengers will board a bus from Hamilton to San Francisco airport.

        a. be sure to bring all luggage and the ICM bag.

        b. ICM staff will assist everyone.

    2. At the airport, heads of families will be issued:

        a. boarding passes.

        b. tickets.

        c. do not lose these.

   d. the boarding pass will list the flight number and the departure gate.

3. ICM staff will escort passengers to gate.
   a. large luggage will be checked into the plane.
   b. carry-on bags will go through an X-ray machine.
   c. each passenger must walk through a metal detector to check for weapons. Sometimes coins, gold or other metal will set off the machine's alarm. Security staff will ask those passengers to empty their pockets. All belongings will be returned.

4. Airline crew will assist everyone in finding their seat.
   a. for those who must connect to a third flight to reach their destination, airplane staff will assist in getting them onto the right plane.
   b. keep boarding passes, tickets and ICM bag at all times.

VIII. LANDING--PRO-FLIGHTS

A. Most Pro-flights land in Los Angeles, San Francisco or Seattle.
   1. Each family must clear customs and immigration procedures upon arrival.
   2. ICM staff will assist in these procedures.

B. Those being resettled in the Los Angeles, San Francisco or Seattle areas will be met by their sponsors or relatives.

C. Those who must transfer to another flight will be assisted by ICM staff.
   1. they will be issued a boarding pass and ticket.
   2. procedure is the same as (F) above.

IX. MEETING SPONSORS

A. Everyone should be met at the airport of final destination by:
   1. Relatives
   2. Sponsors

3. Representatives from sponsoring agencies.

B. If not met at the airport:

1. Do not panic.

2. Ask a uniformed airline official for assistance.

    a. give the ICM bag to an airline official. Inside is the sponsoring agency's address and phone number. Airline staff will call the Volag for assistance.

C. Other potential problems.

1. Lost luggage

    a. ask sponsor to notify airline staff. They will find and return the lost suitcase.

2. Lost people

    a. do not allow family members to separate at the airports.

    b. if someone is lost, contact ICM or airline staff to help find them.

3. Lost documents

    a. never let go of ICM bag, boarding pass or tickets during transit process.

Suggested Teaching Method:

1. Draw pictures, cartoons with stick figures to show transit process.
2. Tell personal stories about travelling.
3. Tell stories about refugees' problems in transit. Ask students to solve. Refer to the "letters" book.
4. Transit slides.

END

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FEB. 4. 1983